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ABSTRACT

A working guide for teachers in planning and teaching an exploratory course in foreign language and culture presents the basic course structure for nine weeks. Instructional materials are not provided. Course objectives include: (1) exploration of foreign languages and cultures; (2) sensitization to value systems and customs of one's own and other groups; (3) reinforcement of skills in other curricular areas; (4) awareness of language origins and processes; (5) integration of disciplines; (6) oral and visual recognition of the target language; (7) use of simple target language sentences, vocabulary, and structures; (8) following classroom instructions; (9) carrying on simple conversations; (10) understanding of some cultural differences; (11) and the ability to decide whether or not to pursue a foreign language. The guide includes an outline of course goals and rationale, general instructional guidelines, notes on course organization and use of the guide, a course outline, unit topics on language in general, and unit topics on culture (art, dress, education, family, foods, geography, gestures, history, holiday customs, housing, literature, mass media, money, music and dance, religion, shopping, special customs, sports and leisure, travel and transportation, and work). An appendix contains sample pre- and post-tests, sample lesson plans for nine weeks, a lesson plan for the introductory language unit, language samples from French, German, Italian, Polish, Spanish, Swahili, and Tagalog, an explanation of symbols, basic and supplementary kit materials, and publishers' addresses. (MSE)

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milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

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EXPLORING LANGUAGES AND CULTURES--
AN EXPLORATORY FOREIGN LANGUAGE COURSE
A GUIDE FOR TEACHERS

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Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

1982

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INTRODUCTION

The guide is intended to be a flexible working guide and not a rigid plan. It is organized so that teachers can choose topics to provide for their individual needs and teaching styles. Space has been left for additions, since the possibilities for activities are unlimited. There is no textbook for this course. The guide presents the basic structure of the course. A basic kit of resources should be purchased to assist the teacher. There is an accompanying guide supplement with information, sample lessons and activities. This will be a nine week course in many schools. However, the guide contains an abundance of material and can easily be expanded to a much longer course sequence.

Exploring Languages and Cultures - Exploratory Foreign Language Course

TABLE OF CONTENTS

Introduction i
Goals and Rationale 1
Teacher Guidelines 2
Organization of the Course/How to Use the Guide 4
Course Outline 6

Unit Topics - Language

What is Language? 8
How Do Languages Help You? 12
Language as Part of the Culture of the United States 20
Language as Part of the Culture of Wisconsin and Milwaukee 24

Unit Topics - Culture

Art 29
Dress 32
Education 36
Family 40
Foods 44
Geography 48
Gestures 52
History 56
Holiday Customs 60
Housing 64

Literature 68
Mass Media and Communications 72
Money System 76
Music and Dance 80
Religion 84
Shopping 86
Special Customs 90
Sports and Leisure Activities 94
Travel and Transportation 98
Work 102

Appendix

Sample Pre and Post Test 109
Sample Lesson Plans for First Nine Weeks 113
Lesson Plan for "What is Language?" Unit 133
Language Samples 137

French
German
Italian
Polish
Spanish
Swahili
Tagalog

Explanation of Symbols 189
Basic Kit Materials 193
Supplementary Kit Materials 195
Addresses of Publishers 197

GOALS AND RATIONALE

Exploring Languages and Cultures provides an opportunity for the student to:

-- explore the languages and cultures of different peoples and become sensitized to the value systems, customs, and history of his/her own heritage as well as those of others.

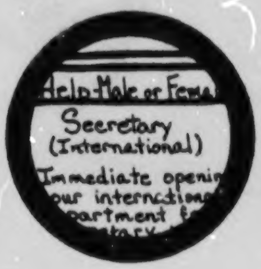
-- become alert to foreign languages in careers.

-- reinforce skills developed in other curricular areas.

-- learn about the origin of languages, how different languages developed, how languages change, how they borrow from each other, and how they relate to English.

-- become aware of the process of language learning and how languages work.

-- become involved in languages as integrated into interdisciplinary activities in art, music, dance, cooking, and other areas.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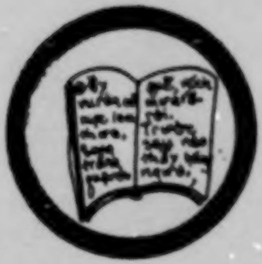


-- learn to recognize each target language both orally and visually.

-- recognize and use in simple sentences, basic vocabulary and structures relating to classroom objects and activities.

-- understand and carry out everyday classroom instructions.

-- communicate certain information about himself/herself including name, age, how he/she feels, personal needs or desires (May I use the pass? May I sharpen my pencil? etc.).

-- recite the alphabet in the target language.

-- recite the numbers from 1-20 in the target language.

-- carry on simple conversations relating to the topics studied (example: ordering a meal in a restaurant).

-- understand at least a little about the grammar system of the target language so that he/she is better prepared to begin serious study of the language if it is chosen the following year.

-- understand various cultural differences among the nationalities studied and to realize that cultures other than him/her own exist.

-- understand more about his/her ethnic background.

-- make an intelligent decision whether a foreign language should be a part of his/her studies at the next grade level or later.

IVLIVS
CAESAR

TOYS
CHINATOWN
RESTAURANT

TEACHER GUIDELINES

NATURE AND GOALS OF THE COURSE

- Emphasize cultural concepts and attitudes.
- Include in classwork and homework:
  - listening skills practice
  - oral practice
  - research activities (library/community)
  - culture projects
  - sharing what is learned with others
- Emphasize using language for communication. Any grammar presentation should arise as a result of student interest.
- Be sure to explore more than one language.
- Indicate to the students that they are not beginning formal study of a language.
- Use this exploratory course to help students make an intelligent decision for future foreign language study.

INTERDISCIPLINARY IDEAS AND ACTIVITIES

- Develop ideas and projects with teachers of other disciplines.
- Help students understand the carryover from classroom language study to their other classes and to their daily lives.
- Make students aware of career opportunities.

SUGGESTIONS FOR WORKING WITH THE MIDDLE SCHOOL STUDENT

- Orient your class around activities; students like to get up and do things.
- Change activities two or three times in a class period.
- Vary your teaching techniques as often as possible. Use pictures, objects, gestures and physical actions. Use games to stimulate interest.
- Give students as many opportunities as possible to speak the foreign language by thoroughly teaching some phrases and expressions they can use. Students love to speak the language.
- Include individual and group projects in classroom activities; students are eager to share with others.

HUMAN RELATIONS

- Be an example for students by showing interest in people of many cultural backgrounds.
- Make your students aware of their own cultural background and that of others.
- Meet with other foreign language teachers to share information.
- Ensure cooperation with teachers of other disciplines by coordinating activities and sharing ideas and materials.
- Use school and community resources to bring language and culture into the classroom.
- Become familiar with cultures other than that of your specific language.
- Avoid competition in recruiting students for future foreign language study.

EVALUATION OF STUDENT PROGRESS

- Pre and post test (see sample test in appendix).
- Establish a grading system with any other teachers involved.

MATERIALS KIT

- Order kit of basic materials.
- Select materials from the list of resources.
- Complete your own list of school and community resources.

HELPFUL HINTS

- Use the recommended materials.
- Give as many instructions as possible in a foreign language.
- Use a foreign language for real communication and give students every opportunity to do the same.
- Emphasize listening skills. Students should be able to follow classroom instructions in a foreign language.
- Select those units most suited to your teaching styles.
- Make sure your class is not just "fun and games."
- Make your classroom a cultural island.
- Emphasize cultural similarities as well as differences. The students should not think of another culture as "strange or unnatural.

HOW TO ORGANIZE THE COURSE

Use of the Target Language

Begin communication in the target language the very first day of class. Basic conversational items such as: names, greetings, numbers, classroom objects, simple instructions, etc. should be introduced in the target language as soon as possible and should be used throughout the course. Students should be encouraged to use the foreign language for communication whenever they can. Constant use of the language by the teacher along with classroom signs or charts with useful expressions can help to make the target language the language of communication in the classroom.

Specific Language Items

Each unit in this guide contains a list of appropriate vocabulary and language expressions and a series of activities to teach these items. Teach these expressions as you acquaint students with the cultural information, and once they have been mastered, continue to use them as part of classroom communication throughout the weeks of the course. It is important for the students to realize that they can use a foreign language to communicate their own thoughts, needs, or desires.

Staffing

Since the focus of this course is on languages and appreciation of culture through language, teachers are encouraged to use various languages in classroom instruction. For teachers fluent in several languages, this becomes fairly simple. The nine week course can be divided into several segments in which one or more of the topical units can be taught in each of the languages. Teachers who are fluent in one language, but who also possess a very basic knowledge of another could perhaps teach the numbers and some simple conversational items in the second language and make a comparison for the students. It may also be possible in some schools for two or more foreign language teachers to share the course with each teacher teaching part of the course.

Exploring Unfamiliar Languages

To aid a teacher in exploring a language he or she is not familiar with, language samples are provided in the appendix and are available on tape. All teachers, whether fluent in one language or in several, are encouraged to make use of school and community resources to bring more foreign languages into the classroom. Even if it's only for one class period, a student from Vietnam showing photos, realia and teaching a few words and phrases can make a lasting impression on students. Presentations such as this by a foreign student, another foreign language teacher, or someone from the community can be taped and used in the future. Giving students the opportunity to meet and talk with someone from a foreign culture can bring this course to life.

Materials

The most valuable resources for teaching this course are in the Basic Kit list. They are essential and should be purchased by each school. See appendix for list.

HOW TO USE THE GUIDE

Topics

Weeks 1 and 2: Study of the Nature of Languages

Topics to be covered during these two weeks are listed in the course outline on the following page. Suggestions for activities and discussion ideas for these two weeks are included in the units and also in the sample lesson plans on page 113. These first two weeks of the course should also be used to introduce some of the basic conversational items and expressions that should become part of the classroom communication. Part of each day should be used to work on listening and speaking skills in the target language.

Weeks 3-9: Cultural Topics

It is understood that covering the entire list of topics is not realistic. However, this guide offers as many choices as possible, so that teachers can select preferred areas of concentration. The topics are listed alphabetically, but need not be taught in this order. To avoid duplication, if more than one person is working with the same group of students, they should agree on topics they will teach.

Each Topic is a separate unit composed of four sections:

Vocabulary and Language Expressions: Language terms logically related to each unit of study. They are frequently listed under more than one topic. Most will be taught in the teacher's major language, but other languages should be brought in for comparison and contrast.

Cultural Information: Specific points to be explored, through various activities within the unit.

Activities: Ways to explore different languages and cultures. These activities are related to other disciplines, and projects can be done in cooperation with other teachers. An "X" on the grid indicates the other subject areas which best relate to the activity.

Resources: Resources related to the topic are listed in this section. Other resources can be found in the appendix.

This symbol indicates that the resource is considered one of the best available for that topic.

Appendix

Included in the appendix are lists of vocabulary and expressions in many different languages, the basic kit materials list, sample lesson plans, and other useful information.

Guide Supplement

This is a separate publication. It includes specific worksheets, activities, and other information related to each unit.

COURSE OUTLINE

TOPICS
WEEKS 1 AND 2

Unit
1. What is Language?
2. How Do Languages Help You?
    In a Career
    Know Yourself and Your Heritage
3. Language as Part of the Culture of the United States
4. Language as Part of the Culture of Wisconsin and Milwaukee

WEEKS 3-9

Unit Cultural Topics
5. Art
6. Dress
7. Education
8. Family
9. Foods
10. Geography
11. Gestures
12. History
13. Holiday Customs
14. Housing
15. Literature
16. Mass Media and Communications
17. Money System
18. Music and Dance
19. Religion
20. Shopping
21. Special Customs
22. Sports and Leisure Activities
23. Travel and Transportation
24. Work

VOCABULARY AND LANGUAGE EXPRESSIONS TO BE INTERWOVEN THROUGHOUT THE COURSE
WEEKS 1-9

NOTE:
These language expressions and vocabulary are to be gradually introduced, beginning the first week and used as part of classroom communication throughout the weeks of the course. Many of these items are related to particular units of study and would best be presented as part of those units. (See Appendix for lists of vocabulary and expressions in various languages.)

VOCABULARY
Alphabet
Animals
Body
Classroom
Clothing
Colors
Days, months, seasons
Family
Food
Greetings, farewells, courtesies
Numbers
Time
Weather

EXPRESSIONS
I like _____.
What is this?
Where are you going?
I have _____.
Where is _____?
I want _____.
I feel _____.
May I _____?
I don't like _____.
This is the _____.
We're going to _____.
I don't have _____.
I don't want _____.

UNIT TOPICS

WHAT IS LANGUAGE?

VOCABULARY AND LANGUAGE EXPRESSIONS

Alphabets

Cognates

Borrowed words

Greetings

CULTURAL INFORMATION

Man's desire to communicate

Communication verbal and nonverbal

Cross-cultural nonverbal communication

Language is sound

Signs, symbols and writing systems

Sounds of language

Detecting meaning

How words came to be and mean what they do

Dialect

How languages operate

Historical development of language

Language families

Learning another language

Language and culture

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Conduct a nonverbal classroom experiment. Spend first 10-15 minutes of class using no spoken language. Discuss afterwards. (See unit entitled "What is Language?" in Appendix Susan Klopatek in Guide Supplement.)					X				
Listen to tape: A Word in Your Ear: A Study in Language.					X				
Use units on language from Language and Man, Bloomington, Indiana.					X				
Use activities from Introduction to Foreign Languages, Virginia State Department of Education.					X				
Play Charades.					X				
Write and follow instructions: one student writes directions on how to do something, another student must follow them to demonstrate the need for clear communication.					X				
Watch Marcel Marceau movie from Museum. Discuss mime.					X	X			
Make a booklet of common gestures in English and/or foreign languages.					X	X			
Make cave drawings.				X	X	X			
Discuss or learn various alphabets.					X				
Play hangman with English words, but use foreign alphabet.					X				
Invent an alphabet.					X				
Make an illustrated alphabet dictionary. Draw pictures or find pictures in magazines that begin with each letter.					X	X			
Explore other forms of communication. (braille, sign language, drums, morse code, etc.)					X		X		

WHAT IS LANGUAGE?

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Have a spelling bee.					X				
Play hangman in a foreign language, using simple words learned so far, such as greetings.					X				
Play "Make the Letter," page 67, Um Um Um Oh Oh, or How to Communicate in Any Language					X				
Mystery Word Dictation - spell out an English word using foreign language alphabet - students see if they can write down the correct word.					X				
Play "typewriter." Each student is a key. Spell out words.					X				
Identify cognates.					X				
Make a chart of language families of the world.				X	X				
Find examples of and discuss Esperanto.					X				
Learn how to say simple phrases in sign language.					X				
Discuss computer language.		X			X				
Discuss how learning a foreign language helps students learn other subjects.									

RESOURCES

📖 Language and Man with accompanying tape "A Word in Your Ear" Monroe County Community Schools Bloomington, Indiana The ACTFL Materials Center	Part of Basic Kit.
📖 Introduction to Foreign Languages An Exploratory Course That's Different The Foreign Language Service Virginia State Department of Education	Part of Basic Kit.
📖 Language and Man Irving and Joyce Adler The John Day Company 1970	Discusses the story of language, how languages differ, how thoughts are communicated, etc., in easy reading, well illustrated text. Possible for entire class use.
📖 The Languages of the World Kenneth Katzner Funk and Wagnalls 1975	Contains a brief summary of languages, a passage from the literature of most of the world's languages, and capsulized information about each language. Good teacher resource.
Is That Mother in the Bottle? Where Language Came From and Where it is Going Jessica Davidson Franklin Watts, Incorporated	Nature of language, comparison of languages, changes in formal language, problems in translation. Good for comparing language families. Gives many examples.
What's Behind the Word? Harold Longman Coward-McCann, Incorporated 1968	The history of 39 words that are part of our regular vocabulary. Written in humorous manner.
You Can Write Chinese Kurt Wiese Viking Press 1973	Easy explanation of formation of Chinese characters.
The Concise Dictionary of 26 Languages Peter M. Bergman A Signet Book (Paperback) New American Library, Incorporated 1968	

📖 - Highly recommended

Help-Male or Fema
Secretary
(International)
Immediate openin
our internationa
partment f

HOW DO LANGUAGES HELP YOU IN CAREERS?

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of professions and occupations

Names of places of work

CULTURAL INFORMATION

Available careers utilizing foreign language skills

Careers in the Milwaukee area

Skills needed for specific careers and where to learn them

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Prepare a bulletin board showing careers as related to foreign language.	X					X			
Brainstorm on usefulness of a foreign language in various occupations.					X				
Invite speakers whose careers necessitate a knowledge of a foreign language.					X				
Take field trips to businesses that employ personnel with foreign language expertise.									
Prepare displays, posters and reports on careers.	X				X	X			
Have students fill out a sample job application after looking for a job in want ads made with items from a foreign language.					X				
Role play job interviews.					X				
Have interviews, do research and make a list of Milwaukee companies with foreign language needs (class project).					X				
Dramatize business being conducted in a foreign language.					X				

RESOURCES

Careers in Foreign Languages
A Handbook
June L. Sherif
Regents Publication
1975

Your Career and Foreign Languages
Filmstrip-cassette
Gessler Publishing Company, Incorporated
New York

Sections on communication, travel, finance, health and service careers.

Exploring Careers in Foreign Language
J. Weston Walch Publishers 1978

50 spirit masters.

Job Opportunities for Foreign Language Students
J. Weston Walch Publishers

Employment Opportunities for Foreign Language Students
The Voice of the Foreign Language Teacher
Pages 51 and 52 Volume 4 December, 1963

HOW DO LANGUAGES HELP YOU KNOW YOURSELF AND YOUR HERITAGE?

VOCABULARY AND LANGUAGE EXPRESSIONS

Family names

I am . . . (German, Polish, French, etc.)

My father is . . .

My mother is . . .

My name is . . .

What's your name? . . .

CULTURAL INFORMATION

Family customs, traditions, foods

Family ancestry

Meanings of family names

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Research customs, language and culture of your own heritage.	X			X	X	X	X	X	
Make a banner or shield with examples of language, food, flag, etc. stemming from your heritage.				X	X	X			
Study the origin of family names.	X				X				
Make a class chart of the student's backgrounds.	X				X	X			

RESOURCES

Tracing Your Roots Badger History Series The State Historical Society of Wisconsin 1977	Pamphlet with information on what a geneologist is, how to record your family tree, meanings of last names, etc. Also contains a crossword puzzle and worksheets.
Tracing Your German Roots Maralyn A. Wellauer 3239 North 58th Street Milwaukee, WI 53216 Order through author 1978	Contains information on geneological research in Germany and America
Tracing Your Norwegian Roots (Same as above.)	Contains information on geneological research in Norway and America.
My Croatian Heritage Filmstrip and cassette Walter W. Kolar Duquesne University Tamburitzans Institute of Folk Arts Pittsburgh, PA 1975	Narrated by a ninth grade Croatian student.

CHINATOWN RESTAURANT
TOYS
彩

LANGUAGE AS PART OF THE CULTURE OF THE UNITED STATES

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of explorers

Names of persons who have contributed to United States culture

Foreign words used in the English language

Foreign place names

CULTURAL INFORMATION

Settlements of ethnic groups in the United States

Indian culture in the United States

Dialects of English in the United States

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make posters depicting contributions of other countries to our city, state and country.				X		X			
Make a list of foreign words used in the English language. Make sentences with them. (Pages 1 and 2, Language and Man)	X				X				
Make a list of customs and architectural styles brought to the United States by immigrants. (Log Cabin-Sweden, Christmas Tree-Germany)				X					
*Have a "Visitor Day." Students represent famous people of other countries. They tell how they have contributed to the United States. Students dress in appropriate costumes.				X	X				
Have a Museum Scavenger Hunt, looking for contributions brought by other countries to the United States.				X					
*Invite speakers of other ethnic backgrounds to speak about their culture, bring artifacts, etc.				X	X				
Attend the Holiday Folk Fair in November.				X					
Discuss and listen to various dialects of English and word usage in different sections of the country. Make a tape.					X				
Perform skits using various dialects, showing confusion when people from different regions try to communicate.					X				

*Remember to record speakers and utilize tapes in other lessons.

LANGUAGE AS PART OF THE CULTURE OF THE UNITED STATES

RESOURCES

📖 Language and Man	Part of Basic Kit.
American English Today Our Common Language Hans P. Guth Webster Division/McGraw Hill Book Company 1970	Chapter One-"Our Land and Its' Language" contains excellent information on words from other languages now used in the United States. Also a good overview on beginnings of English and influences of other cultures and languages on English.
📖 Living Together in America Teaching Pictures W. E. S. Folson - Dickerson David C. Cook Publishing Company 1973 Available at the Learning Shop #68502	Twenty full color drawings illustrating customs and peoples from different countries. Excellent teaching guide gives background and activities for each picture.
📖 Children of America Dorothy Michelson The Child's World Incorporated 1969	Eight study posters showing different cultures living in and contributing to the United States. Each picture gives background information, activities and vocabulary.
20th Century Black Personalities Instructor Curriculum Materials #462	Teaching pictures with notes.
North American Indian Personalities Instructor Curriculum Materials #466	Teaching pictures with notes.
20th Century Hispanic Personalities Instructor Curriculum Materials #472	Teaching pictures with notes.
Chicanos y Chicanas Prominentes Theodore E. B. Wood, Ph.D. Educational Consortium of America	Twenty-four study prints with drawing of person, text in English and Spanish.
Conquistadores Meridel Le Sueur Franklin Watts, Incorporated 1973	Traces the explorations of Columbus, Cortés, Pizarro, Cabeza de Vaca and Coronado and their effects on the New World. Good for grades 5-7.
These Strange German Ways Atlantik-Brücke Hamburg, Germany Gessler Publishing Company, Incorporated	Very readable handbook explaining German customs and habits in social situations, restaurants, etc. It is illustrated with cartoons. It contains vocabulary and useful expressions and teaching pictures.
The Chinese in America B. L. Sung MacMillan 1972	Story of the settlement of the Chinese including family life, employment, customs, holidays, etc.

📖 - Highly recommended

LANGUAGE AS PART
OF THE CULTURE OF
WISCONSIN AND MILWAUKEE

VOCABULARY AND LANGUAGE EXPRESSIONS

Place names in Wisconsin

Place names in Milwaukee

Family names

CULTURAL INFORMATION

Language in Wisconsin

Ethnic settlements in Wisconsin

Ethnic heritage of Milwaukee

Indian culture in Wisconsin and Milwaukee

Development and exploration of Milwaukee and Wisconsin

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Research Wisconsin places with foreign names. Make a map.	X			X					
Take a field trip to an ethnic restaurant, shop or landmark. (Old World Wisconsin, Streets of Old Milwaukee-Museum)				X					
Make a drawing or model of Milwaukee as an Indian village.	X			X		X			
Research Milwaukee's early settlers.				X	X				
Report on or demonstrate an ethnic custom practiced in Milwaukee.				X	X				
Make a list of ethnic restaurants and stores in Milwaukee. Write a short history about each.				X	X				
Collect samples of foreign language items available in Milwaukee. (newspapers, products, pamphlets)				X					
Attend the Holiday Folk Fair in November.				X					
Interview people at the Folk Fair to find out their languages history, names of foods, etc. Plan questions in class. Tape the interviews.				X	X				
Attend local folk faire.				X					
Make a list of local folk faire.				X					

RESOURCES

📖 A Guide to Ethnic Resources in the Milwaukee Area Book and Filmstrip The Ethnic Heritage Project Committee 1977	Part of Basic Kit. Provides information about nearly forty different ethnic groups, with a special "multi-ethnic" section for resources of a more general nature.
Ethnic Groups in Wisconsin Badger History Series The State Historical Society of Wisconsin	Pamphlets of each. Discussion of ethnic groups, maps, stories, vocabulary, important immigrants, crossword puzzles.
Germans in Wisconsin Richard H. Zeitlin The State Historical Society of Wisconsin	Pamphlet. Maps, graphs, photographs, discussion of German immigrants in early Wisconsin.

📖 - Highly recommended

ART

VOCABULARY AND LANGUAGE EXPRESSIONS

Colors

Shapes and sizes

Names of materials used in art projects

CULTURAL INFORMATION

Art from different countries

Famous artists

Architecture

Crafts

Flags

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Use audiovisual aids to show works of art.						X			
Make crafts from various countries (piñatas, ojos de Diós, Origami, Chinese dough, paint eggshells, rosemaling, etc.).				X		X			
Make puppets for a presentation in different languages.						X		X	
Make mobiles with symbols of many countries.						X			
Make flags of many countries.				X		X			
Make foreign language posters.						X			
Make a block print greeting card.						X			
Make paper mâché or salt dough models.				X		X			
Make dioramas illustrating any cultural information in this guide.						X			
Make masks or props for use in a skit.				X		X			
Make ethnic holiday decorations.				X		X			
Make signs in many languages. (street signs, advertisements, school signs, etc.)						X			
Make a mural. (French explorers, maps, ancient cultures)				X		X			
Make mosaics. (pieces of construction paper, eggshells, stones, tiles, confetti).				X		X			
Make buttons with phrases in many languages.	X					X			
Plan a unit with an art class on the art of a region or country.				X		X			
Draw typical scenes of countries. (Eiffel Tower, bullfight, etc.)						X			
Visit Art Center, Holiday Folk Fair and area high school folk fairs.				X		X			

ART

RESOURCES

Folk Crafts for World Friendship Florence Temko Doubleday and Company, Incorporated 1976	Descriptions of craft items, many relating to special customs, and directions for making these items.
Children are Children Are Children Ann Cole, Carolyn Haas, Elizabeth Heller Betty Weinburger Little, Brown and Company	Activities, crafts, recipes, language, celebrations and games from Brazil, France, Iran, Japan, Nigeria, the U.S.S.R.
Crafts and Toys from Around the World Orden J. Newsome Julian Messner 1972	Activities geared for grades 3-6.
Folk Toys Around the World and How to Make Them Joan Joseph Parents Magazine Press New York 1972	
Hands On Heritage Nancy Lee and Linda Oldham Hands On Publications 1978	Part of Basic Kit. Guidebook for setting up a multi-cultural program. Valuable section on art from Greece, Israel, Mexico, Japan, China, Native American and West Africa.
The Paper Cut-Out Design Book Ramona Jablonski Stemmer House Publishers Incorporated Available from Polish Imports Galleria 1319-4th Street S.E. Dinkytown, Minneapolis	A source book for creating and adapting the heritage of American fold art of Poland, China, Japan, Germany and others. Full-color illustrations and instructive drawings.
Folk Art Designs to Color Ramona Jablonski Stemmer House Publishers Incorporated Available from Polish Imports Galleria 1319-4th Street S.E. Dinkytown, Minneapolis	Presents authentic designs of three paper-cutting centers: Poland, Germany and Switzerland. Pages can be used to do projects of this type in class.
The Art of Origami Samuel Randlett E. P. Dutton and Company, Incorporated New York 1961	

RESOURCES

The Art of Paper Mâché
Carla and John B. Kenny
Chilton Book Company
1968

African Fabric Crafts
Esther Warner Dendel
Taplinger Publishing Company New York
1974

Italian Crafts: Inspirations From Folk Art
Janet and Alex D'Amato
M. Evans and Company Incoprorated
1977

The Art of Ancient Peru
Shirley Glubok
Harper and Row, Publishers
$7.89

The Art of Ancient Mexico
(Same as above.)

📖 Activities and Projects: Mexico in Color
Claude Soleillant
Sterling Publishing Company, Incorporated
New York

Includes crafts, costumes, food, games, dances and stories.

Activities and Projects: India in Color
Same as above.

Piñatas
Virginia Brock
Abingdon Press
1966 $6.50

Contains a history of piñatas, instructions and illustrations.

📖 - Highly recommended

DRESS

VOCABULARY AND LANGUAGE EXPRESSIONS

Articles of clothing

I am wearing _____.

He/she is wearing _____.

CULTURAL INFORMATION

Typical daily clothing

Special costumes/holiday dress

Regional dress

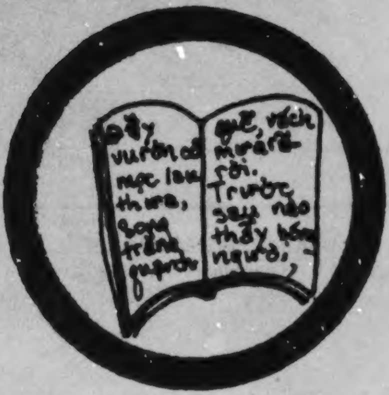
ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Find or draw pictures of clothing, label them in a foreign language.				X		X			
Dress and label dolls.				X					
Cut out dolls and costumes.								X	
Make an ethnic article of clothing.	X			X				X	
Make a bulletin board of regional costumes using real clothing.				X					
Play "Let's Pack a Suitcase." (I'm going on a trip and I'm going to take a . . .)									
Put on a fashion show using costumes/clothing. Use a foreign language for the commentary.								X	

DRESS

RESOURCES

📖 Paper Dolls of the Middle East Penelope Williams Collins and World in cooperation with the United States Committee for UNICEF	This is a book of paper dolls with regional costumes to color and cut out.
📖 Folk Costume of Southern Europe Lilla M. Fox Publishers Plays, Incorporated 1973	In these books, the author describes the characteristics of regional costumes of Southern, Eastern and Western Europe. She shows how climate, geography and historical events have produced certain features.
📖 Folk Costume of Eastern Europe Lilla M. Fox Publishers Plays, Incorporated 1973	
📖 Folk Costume of Western Europe Lilla M. Fox Publishers Plays, Incorporated 1973	
📖 Mexican Native Costumes Luis Covarrubias Gessler Publishing Company, Incorporated	14 different costumes in color pictures with descriptions in English.

📖 - Highly recommended



EDUCATION

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of subjects

School vocabulary

Time

Classroom expressions

CULTURAL INFORMATION

School schedules and organization

Subjects studied

Teacher-pupil relationships

Styles of teaching

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Have students write class schedules for themselves, pretending that they are going to school in another country.				X					
Make bulletin boards of classroom objects. Label them in many languages.					X	X			
Label rooms in the school (office, home economics rooms, nurse's office, etc. in many languages).						X			
Have a Visitor Day - Students represent students from different countries. They come to class prepared to talk about education in their countries. Students not participating prepare questions.					X				

RESOURCES

Project Germany - Going to School Gessler Publishing Company, Incorporated	Filmstrip-cassette-pamphlet.
Project Spain - Going to School Gessler Publishing Company, Incorporated	Filmstrip-cassette-pamphlet.
Project France - Going to School Gessler Publishing Company, Incorporated	Filmstrip-cassette-pamphlet.
Helping Parents Learn a Second Language With Their Children-French, German, Spanish, MPS	Lists of classroom expressions.

FAMILY

VOCABULARY AND LANGUAGE EXPRESSIONS

Members of the family
First names
My/his/her name is
Age

CULTURAL INFORMATION

Meanings of names
Structure of names
Family structure
Attitudes toward the elderly
Coming of age customs

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make a family tree.				X		X		X	
Make a family photo album.				X		X		X	
Look up origins of student's names. Make drawings to illustrate meaning.				X	X	X			
Have students research their last names. Using the Spanish structure of double surnames, make a class chart of names. Make individual name tags.				X					

RESOURCES

The French Teenager Jane Bourque Advancement Press of America, Detroit 1972	Discusses family education, dating customs of the French, entertainment attitudes. Presented by topics.
The Spanish Teenager Jane Bourque Advancement Press of America, Detroit	Same as above on Spain.
How the Romans Lived and Spoke School district of Philadelphia	Good for Latin conversation.
Roman Life Mary Johnson Scott Foresman 1957	
A Day in Old Rome William Stearns Davis Biblo and Jannen Canaveral Press New York 10003 1959 Reprint	
📖 Family Lifestyles Around the World Teaching Pictures David C. Cook Publishing Company 1976	Family life, traditions and customs in other countries; games, activities and stories included.

📖 - Highly recommended

FOODS

VOCABULARY AND LANGUAGE EXPRESSIONS

Basic food vocabulary

I like/I don't like

I eat/I don't eat

Short dialogs on ordering food

CULTURAL INFORMATION

Typical meals, foods

Eating timetable

Types of restaurants

Cultural differences in food or beverage

Eating etiquette

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Learn eating customs for other cultures.	X			X				X	
Read a foreign language menu.	X								
Make a wall chart showing eating schedules in different cultures.				X		X			
Post ads and realia from a foreign culture.					X	X			
Discuss prices of foods in foreign currency.		X							
Make an illustrated menu in a foreign language.						X			
Cut out foreign recipes from newspapers or magazines.					X	X			
Convert a recipe with gram measurements.		X						X	
Make a classroom recipe book.					X	X		X	
Set up a restaurant in your classroom.				X				X	
Make ethnic placemats and centerpieces.				X		X		X	
Have a food tasting in class. (tropical fruit, cheeses, breads, sausages, etc.)				X				X	
Invite a person from a foreign culture to demonstrate a typical dish.				X				X	
Plan an ethnic meal.				X				X	
Have a French picnic with cheese and sausage.				X				X	
Cook an oriental meal and learn how to eat with chopsticks.								X	
Send students to local stores where foreign products are available.				X				X	
Visit a Milwaukee ethnic restaurant.				X					
Visit the winery in Cedarburg.				X					

RESOURCES

Eating and Cooking Around the World Fingers Before Forks Erick Berry The John Day Company 1963	Discusses different ways people prepare meals and eat meals and how local conditions have dictated customs.
Hands On Heritage Nancy Lee and Linda Oldham Hands On Publications 1978	Part of Basic Kit. Guidebook for setting up a multi-cultural program. Offers a valuable section on foods from Japan, China, Greece, Mexico, Israel, West Africa, and Native American.
Many Hands Cooking-An International Cookbook for Girls and Boys Terry Touff Cooper, Marylyn Ratner United States Committee for UNICEF	Simple cookbook with recipes from several countries. Many recipes can be made without full use of a kitchen. Part of Basic Kit.
Children Are Children Are Children Ann Coles, Carolyn Haas, Elizabeth Heller Betty Weinberger Little, Brown and Company	Activities, recipes, language, celebrations and games from Brazil, France, Iran, Japan, Nigeria, USSR
The International Cookie Jar Cookbook Anita Borghese Charles Scribner's Sons 1975	Cookie recipes from 65 countries. Notes on history and culture of the people.
Chicos en la Cocina Kids in the Kitchen Elisa and Al Denhofer Caribbean World Communications, Incorporated	Spanish and English cookbook. Easy recipes, big print with bright, amusing illustrations.
Around the World in 80 Dishes Polly and Tasha van der Linde Scroll Press Incorporated 1967	A cookbook written by an 8 and 10 year old with recipes from different countries. It contains humorous drawings and is well organized.
A Whole World of Cooking Rabecca Shapiro Little, Brown and Company 1972	Recipes from all around the world. One dish from each country.
Project Germany-Eating Filmstrip with cassette Gessler Publishing Company, Incorporated	Includes an English tape and text. Available on Spain and France also.
Activities and Projects Mexico in Color Claude Soleillant Sterling Publishing Company, Incorporated New York	Includes crafts, costumes, food, games, dances, stories of Mexico.

RESOURCES

Andere Länder, Andere Sitten Martha Kirchner ACTFL Materials Center	Eating habits and custons in Germany.
Vous Désirez? ACTFL Materials Center	Eating in a French cafe.

📖 - Highly recommended

GEOGRAPHY

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of countries and major cities

Geographical terms (mountains, rivers, etc.)

Directions

Seasons

Weather terms

Animals

CULTURAL INFORMATION

Countries where foreign languages are spoken

Climate

Topography

Foreign cultural groups in the United States

Products and industries of countries

Cities

Population

National landmarks - places of significance for the people of another country

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Draw maps.	X			X		X			
Make relief maps and dioramas.				X		X			
Duplicate maps for jigsaw puzzles.				X					
Identify countries on a map following clues given by the teacher.	X			X					
List or make a map of foreign-named cities in the United States.	X			X					
Sketch or make models of famous cities and monuments and label them.				X		X			
Report on a country's geography.				X					
Compare the climates of different countries.				X					
Set up a daily weather board for different countries.				X					
Set up a season board for different countries.				X					
Have student weather person report the weather of a different country or city for that day.				X	X				
Show slides/filmstrips of national landmarks, etc. Have students pretend that they're on a bus tour.				X					
Using charts or graphs, compare the population of different countries. (Use a foreign language on the chart.)	X			X		X			
Draw maps of countries. Place or draw animals that are native to those countries on the map.	X		X	X		X			
Draw or cut out pictures of animals. Label them in foreign languages. Display them on a bulletin board. Tell what country they are from.		X	X		X				
Report on animals from specific countries.				X	X				

RESOURCES

📖 Basic Concept Series How People Live in Africa How People Live in Japan How People Live in Central America How People Live in Middle East Benefic Press Publishing Division Beckley-Cardy Company 1978	Contains information on geography, history and general topics of interest.
📖 Visual Geography Series Sterling Publishing Company, Incorporated 1977	Contains many black and white photographs. 102 countries and areas in this series. Good for teachers and student reference.
Quebec Je T'aime Quebec I Love You Miyuki Tanobe Tundra Books of Montreal 1976	
Petit Atlas Alain Gree Editions Casterman	

📖 - Highly recommended

GESTURES

VOCABULARY AND LANGUAGE EXPRESSIONS

Appropriate words that accompany gestures

Greetings, farewells, courtesies

CULTURAL INFORMATION

Meanings of common gestures

Comparing gestures of many countries

Misinterpretation of gestures

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Use gestures in the classroom.					X				
Invite native speakers to the classroom to demonstrate gestures and their explanations.				X					
Display posters of gestures. Have discussion centered around posters.						X			
Have students demonstrate gestures in appropriate situations given to them.					X				
Use Gestures Unit from Language and Man (pages 16-20).					X				
Use Gestures in Spanish Unit from Language and Man (page 32).					X				
Use the activity page acting out gestures from Introduction to Foreign Language. Virginia State Department of Education.					X				

RESOURCES

📖 Language and Man Monroe County Community Schools Bloomington, Indiana ACTFL Materials Center	Part of Basic Kit.
📖 Introduction to Foreign Language: An Exploratory Course That's Different The Foreign Language Service Virginia State Department of Education	Part of Basic Kit.
Gestures Desmond Morris, Peter Collett Peter Marsh, Marie O'Shaughessy Stein and Day Publishers	A study of what different gestures mean in cultures around the world. A good reference for teachers.
The Silent Language Edward T. Hall Doubleday 1973	Good teacher resource.
Spanish Gestures Film-Museum	
Basic French Gestures 53 visual masters 8 1/2" x 11" J. Weston Walch, Publishers	This set illustrates and translates the meaning of over fifty gestures.

📖 - Highly recommended

HISTORY

VOCABULARY AND LANGUAGE EXPRESSIONS

Dates

Months

Pronunciation of famous peoples' names

CULTURAL INFORMATION

Famous people

Origin of the language, the people and names of the countries

Current events

Foreign influence in the United States

Importance of the language

Notable events in history

Government and laws

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Report on famous people or events.	X			X	X				
Dramatize a moment in history.				X	X		X		
Dramatize an interview with a historical person.				X	X				
Videotape presentations and reports to use in other classes.									
Report on ancient cultural groups from another country.	X			X	X	X	X	X	
Make maps of countries during different historical periods.	X			X		X			
Dramatize a story from mythology, legend or history.	X			X	X				
Use historical names/famous people in crossword puzzles, word-finds, etc.				X					
Keep a notebook of news clippings on various countries.	X			X					
Design a headline page from another country's newspaper during a particular historical period.				X	X	X			
Draw posters depicting contributions of famous people to country and the world.				X	X	X			
Invite resource people to the class. Have students prepare questions, locate the guest's country on a map, etc. Tape the talk.				X	X				

RESOURCES

A First Book Series Pakistan Southeast Asia Norway Germany Franklin Watts, Incorporated 1972	Contains history, geography, religion and customs. Many countries in this series.
📖 Focus on Europe Series National Textbook Company 1978	A compact source of history, art, literature, politics of nations. Available on Austria, Belgium, England, France, Germany, Netherlands, Italy, Spain, Switzerland, Scandanavia, Greece. Good teacher resource.
Scandanavia: Comparative Culture and Government National Textbook Company 1974	A good teacher resource on history, government, culture, art, literature and music. This is one of a series.
Culture of a Mexican American (Filmstrip and Tape) Gessler Publishing Company	Good presentation of historical aspects within the script.
Spanish America Yesterday and Today Teaching Pictures David C. Cook, Publisher (Available through Learning Shop) #96719	
Latin America 1977 Jon D. Cozean Stayker-Post Publications Incorporated 1977	Capsulized information on each country. Revised annually.
The Broken Spears The Aztec Account of the Conquest of Mexico Miguel Leon Portilla The Beacon Press 1962	

📖 - Highly recommended

HOLIDAY CUSTOMS

VOCABULARY AND LANGUAGE EXPRESSIONS

Pronunciation of Holidays

Numbers

Dates

Days, Months, Seasons

In what month is (holiday)?

It's in (month).

CULTURAL INFORMATION

Special holidays

Holiday customs

Holiday foods

Holiday dress

Holiday celebrations

58

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make a calendar and indicate holidays of a country.	X			X		X			
Celebrate foreign holidays.				X					
Make holiday foods.				X				X	
Make or draw holiday costumes for dolls or individuals.				X		X		X	
Make holiday crafts.						X			
Sing holiday songs.							X		
Visit the Holiday Folk Fair in Milwaukee (November).				X				X	
Visit "Christmas Around the World" at the Museum of Science and Industry in Chicago.				X					

RESOURCES

Hands On Heritage Nancy Lee and Linda Oldham Hands On Publications 1978	Part of Basic Kit. Guidebook for setting up a multi-cultural program. Valuable section on holidays in Greece, Israel, China, Japan, West Africa and Mexico.
Holidays Around the World Little, Brown and Company 1953	Divided into Chinese, Hindu, Jewish, Christian, Moslem
Festivals for You to Celebrate Susan Purdy J. B. Lippencott Company	Arranged by seasons, this book is craft oriented and represents all parts of the world.
Children Are Children Are Children Ann Cole, Carolyn Haas, Elizabeth Heller Betty Weinburger Little, Brown and Company 1978	Activities, recipes, language, celebrations and games from Brazil, France, Iran, Japan, Nigeria and USSR.
Celebrating Nature - Rites and Ceremonies Around the World Elizabeth S. Helfman The Seabury Press, New York 1969	
Festivals and Saints Days A Calendar of Festivals for the School and Home Victor J. Green Blandford Press Limited	
European Folk Festivals Sam and Beryl Epstein Garrard Publishing Company 1968	
German Holidays and Folk Customs Dieter Kramer Continental Book Company Gessler Publishing Company	
Holidays in Scandanavia Lee Wyndham Gerrard Publishing Company	
The Jewish Holiday Book Wendy Lazar Doubleday and Company, Incorporated	Crafts, recipes, etc.

RESOURCES

A Year of Japanese Festivals Sam and Beryl Epstein Garrard Publishing Company	
Fiesta Time in Mexico Rebecca B. Marcus, Judith Marcus Garrard Publishing Company 1974	Discusses significance of the most important Mexican holidays throughout the year and the manner of celebrating them. Easy-level reading, illustrated with drawings.
📖 Christmas the World Over Daniel J. Foley Chilton Books 1975	Christmas in thirty countries.
The Christmas Tree Book The History of the Christmas Tree and Antique Christmas Tree Ornaments Phillip N. Snyder The Viking Press, New York 1977	
Christmas Crafts for Everyone Evelyn Coskey Abingdon Press	
Merry Christmas in 30 Languages Tape -- Milwaukee Public Schools	
Christmas in Switzerland Filmstrip with cassette Educational filmstrips captioned or with cassette	Includes customs such as whipcracking, horn blowing, and bell ringing. Listed as elementary through senior high level.
Holly Reindeer and Colored Lights Edna Barth Seabury Press	
📖 Witches, Pumpkins and Grinning Ghosts Edna Barth The Seabury Press	Elementary. Contains good information on history of halloween and the development of its symbols.
Spooky Tales About Witches, Ghosts, Goblins, Demons and Such Mildred Corell Luckhardt Abingdon Press	

📖 - Highly recommended

HOUSING

VOCABULARY AND LANGUAGE EXPRESSIONS

I live at __________.

Rooms

Colors

CULTURAL INFORMATION

Types of housing

Differences in styles, construction, floor plans, numbering of floors

Availability and cost of housing

Interior decoration

Home "Etiquette" - The significance of having one's own room

Housing location and environment

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make a floor plan, label rooms. This could be a bulletin board.						X			
Make up conversations involving where you live, your address.					X				
Make dioramas or doll houses.				X		X			
Visit the Roman room at the Museum of Natural History in Chicago. (bathtubs, tableware, etc.)				X					

RESOURCES

📖 Discovering Germany-Buildings Margaret Wightman George G. Harrap and Company Limited 1974	Description of different types of homes, flats, farmhouses, churches, public buildings. Illustrated with photographs.
📖 Life in a West German Town Robin Sawers George G. Harrap and Company 1974 Life in a French Town Life in a Spanish Town	Good source of information for this topic and others. Contains black and white photographs. A section of discussion questions for each topic is included.

📖 - Highly recommended

Once upon
there wa

LITERATURE

VOCABULARY AND LANGUAGE EXPRESSIONS

Commands (read, write, listen, etc.)

Simple proverbs

CULTURAL INFORMATION

Famous works and authors

Literary styles

Proverbs

Folktales and fairy tales

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Read a famous work in translation.	X				X				
Read children's stories, folk tales and proverbs.	X				X				
Make a poster of a proverb.	X				X	X			
Read any work portraying a foreign culture.				X	X				
Make a poem in the foreign language with the words forming a picture.					X	X			
Work with English teacher to present skits.					X				
Videotape foreign language skits.									
Create a foreign language comic strip.					X	X			

RESOURCES

Folktales and Legends of Faraway Lands Jane E. Norris, Editor Youth Publications The Saturday Evening Post 1975	Indian, German, Slovakian, Arab, Chinese, Japanese, Irish, Siberian, American Indian, and French tales. Illustrated with black and white drawings. Possible for entire class use.
Strange Tales From Many Lands Freya Littledale Doubleday and Company, Incorporated 1975	Scary stories from 14 countries.
Fairy Tales From The Philippines Dorothy Lewis Robinson Dodd Mean and Company 1971	11 traditional fairy tales with a foreward explaining their background.
How The Withered Trees Blossomed Miyoko Matsutani J. B. Lippencott Company 1969	Japanese tale. Beautifully illustrated. Printed and bound in Japanese tradition opening from back. Story appears in English and Japanese characters.
Folk Tales From Asia For Children Everywhere Asian Cultural Centre for UNESCO Weatherhill/Heibonsha 1976	Tales from Afghanistan, Burma, Indonesia, Iran, Japan, Pakistan, Singapore, Sri Lanka, Vietnam. Color illustrations.
Tales From A Taiwan Kitchen Cora Cheney Dodd Mead and Company 1976	20 tales arranged according to the cycle of the Chinese year. Illustrated with Chinese paper cuttings.
Hawaiian Tales of Heroes and Champions Vivian L. Thompson Holiday House 1971	12 Hawaiian folk tales. Glossary of Hawaiian words and pronunciation.
The Ox Of The Wonderful Horns And Other African Folktales Ashley Bryan Atheneum 1971	Five simple children's stories relating to animals.
Tales From Atop A Russian Stove Janet Higonnet-Schnopper Albert Whitman and Company 1973	14 Russian tales, with a section on pronouncing Russian names.

RESOURCES

The Brothers Grimm Translated by Brian Alderson Doubleday and Company, Incorporated 1978	31 folk and fairy tales collected by the Brothers Grimm in early 19th century Germany.
Tales the People Tell in Mexico Grant Lyons Julian Messner, A Division of Simon R. Schuster, Incoprorated	
Myths and Gods of Ancient Mexico Study Prints Vincent P. Rascon Educational Consortium of America 197[illegible]	12 original drawings with text in English and Spanish. Beautiful illustrations. Includes Plumed Serpent, Sun God, Quetzalcoatl, Tlaloc, etc.
Mexican Indian Legends Mo[illegible] Museum	Dramatizes three basic Indian legends of Mexico. Good for sixth grade.

📖 - Highly recommended

MASS MEDIA
AND
COMMUNICATIONS

VOCABULARY AND LANGUAGE EXPRESSIONS

Media terms

Names of popular magazines, newspapers, etc.

Names of celebrities

Standard letter writing

Telephone greetings and phrases

CULTURAL INFORMATION

Availability and role of media in countries or languages

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make up simple telephone conversations.					X				
Compare the ways people answer the phone around the world.					X				
Write letters to pen pals in foreign countries. (Children's addresses can be obtained through UNESCO.)					X				
Write a letter using a greeting or closing in a foreign language.					X				
Make a bulletin board with the schedule of evening T.V. programs. Put the names of the programs in foreign languages.						X			
Tape a foreign radio program.					X				
Make a list of foreign films showing in the area.					X				
Listen to any tape of advertisements in foreign languages.					X				
Present commercials in foreign languages. (These could be presented on a day when you play game show using foreign languages.)					X				
Display news clippings of events in foreign countries or people in foreign countries.	X				X				
Look over newspapers, magazines, pamphlets available in foreign languages. An activity sheet of looking for cognates, familiar words, etc. could be used for this activity.	X				X				
Take a field trip to see a foreign film.					X				

RESOURCES

The Real World Spanish Cassette Program Sheldon G. Sternburg The Real World Cassette Program	Cassette with Spanish text for teacher. Spanish version of familiar commercials and jingles. Advanced, but many are easily recognized by students.
The Newspaper The Magazine The Sports Page National Textbook Company	Book of duplicating masters available in foreign languages. Reprints of actual newspapers, and magazines.
Business Letter Handbook Spanish/English Barbara Steal de Maza Regents Publishing Company, Incorporated 1973 $3.95	A manual of business letter forms in English and Spanish. Model letters for every possible business situation.

MONEY SYSTEM

VOCABULARY AND LANGUAGE EXPRESSIONS

Terms for currency

Numbers

CULTURAL INFORMATION

Changing United States currency to foreign currency

Denominations of currency

72

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Set up exchange bureau of many countries in the classroom.		X							
Display coin collections.		X							
Play monopoly in various languages.		X							

RESOURCES

See general resource list.

See resources under Shopping.

French Culture Capsules

German Culture Capsules

Spanish Culture Capsules

Gessler Publishing Company, Incorporated

Folder with individual 8 x 11 cards. Each card contains one topic on culture along with suggested activities. Good cross cultural reference for students and teachers.

MUSIC AND DANCE

VOCABULARY AND LANGUAGE EXPRESSIONS

Musical vocabulary

Names of common instruments

Names of dances and dance terms

I play _________.

I like/I don't like

CULTURAL INFORMATION

Traditional/folk music and dances

Popular music

Famous musicians and composers

Musical instruments typical of foreign cultures

Typical dance costumes of foreign cultures

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Listen to music of other countries.							X		
Plan an activity sheet for listening to music. Include comparing rhythms, instruments and how the music makes students feel.							X		
Plan an activity sheet with the words of a song in a foreign language. Leave some words out so students can fill in the blanks while listening to the song.					X		X		
Make typical instruments from a country. Use hand-made or real instruments to accompany songs/dances of other countries.						X	X		
Learn a song or dance of another country.							X		X
Use audio visual aids (possibly made by students) to explain a song while singing in a foreign language.						X	X		
Plan a unit with a music or physical education class relating to ethnic music or dance.							X		X
Organize a caroling group or a performance of ethnic music and dance.							X		
Have students wear hand-made costumes or hats or use props while performing. Sing a simple song in different languages, changing hats for each language.								X	
Bring in resource people to perform or teach songs and dances.						X	X		X
Take a field trip to a performance of ethnic music and dance. (Holiday Folk Fair - Milwaukee in November)				X			X		X

RESOURCES

Make Your Own Musical Instruments Muriel Mandell and Robert E. Wood Sterling Publishing Company 1978	Contains simple directions for maracas, marimbas, castanets, etc.
It's a Small World 18 Favorite Folk Songs Disneyland Boys Choir - record Walt Disney Productions 1965	One LP album for class sing-alongs. Words included.
Sing a Song of People Lucille Wood, Roberta McLaughlin Bowmar 1973	Multi-ethnic collection of songs, activities and stories. Elementary.
📖 Chinese Ribbon Dance Record and Instructions Twinson Company	
📖 Special Folk Dances RCA Record and Instructions Michael Herman's Folk Dance Orchestra Folk Dance House, New York City (available through Radio Doctors)	Folk dances from Philippines, Bavaria, Italy, Poland, Hungary, Sweden, Mexico, Scotland and Estonia.
Indian Dancing Mrinalini Sarabhai Inter Culture Associates 1967	Includes all four major styles.
Puerto Rican History, Civilization and Culture-A Mini Documentary page 19-36 New York State Department of Education	
El Toro Pinto and Other Songs in Spanish Anne Rockwell MacMillan Company 1971	Songs in Spanish. Countries of songs are indicated.
Zum Singen und Tanzen The Song and Dance Book for Students of German Elisabeth Schmidt National Textbook Company 1974	Easily-played music, simple to sing lyrics and complete directions for folk dances.
French Game Songs Ruth D. Cesare Mills Music, Incorporated	
Pan-Americana A Pageant of the Americas National Textbook Company	Song and dances of different cultures, with text for Pan-American program.
Mexican Native Dances Gessler Publishing Company	Descriptions of regional dances of Mexico.

📖 - Highly recommended

RELIGION

VOCABULARY AND LANGUAGE EXPRESSIONS

Pronunciation of names of religions

CULTURAL INFORMATION

Common religions of countries

Religious celebrations, special days and customs

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Chart the religions of various countries.	X			X					
Discuss the religious celebrations of countries.				X					
Celebrate a religious holiday as it is celebrated in a foreign country.									

RESOURCES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
See general resource list.									
See resources under Holiday Customs.									

SHOPPING

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of stores

Food and other items which are purchased.

Where is ________?

I would like ________.

How much is ________?

Do you have ___________?

CULTURAL INFORMATION

Types of stores

Store hours

Shopping customs

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Set up shops in class and give students foreign currency to buy things.		X							
Give students a shopping list, have them give prices in foreign currencies.		X							
Cut out ads from newspapers and give prices in foreign currencies.		X		X					
Make a grocery list (page 8, Um, Um, Um, Oh).		X							
Buy stamps to send notes to friends. (Post Office Idea, page 73, Um, Um, Um, Oh)		X							
Discuss major foreign brand names (cars, cameras, perfumes, etc.).									
Buy and sell things using foreign currency. (Rummage sale page 33 Um, Um, Um, Oh) (Auction idea page 34 and page 2 Um, Um, Um, Oh)		X							
Do a world market project at the end of the course. (Students would buy and sell items from various countries using the currencies of these countries. This can be as simple or as elaborate as you plan it.)		X							

RESOURCES

📖 Um, Um, Um, Oh, Oh or How to Communicate in Any Language Monica Severa Suzy Verhelst	Part of Basic Kit.
Project Germany-Eating Filmstrip, tape and book Gessler Publishing Company 1975	Contains a section on shopping markets, etc. Available on France and Spain.
Life in a West German Town Robin Sawers, M.A. George G. Harrap and Company 1976	Good section on shops and shopping. Information on many other topics. Student activities in back.
Life in a French Town	
Life in a Spanish Town	
Ir de compras En España ACTFL Materials Center	Self-instructional unit on shopping.

📖 - Highly recommended

SPECIAL CUSTOMS

VOCABULARY AND LANGUAGE EXPRESSIONS

Titles

Formal and informal forms in a language

Greetings, farewells, courtesies

Colors

Numbers

Family

CULTURAL INFORMATION

Touching

Dating and chaperones

Signaling in a restaurant

Marriage arrangements

Wedding customs

Birthdays

Tipping situations

Daily schedules and routines

Concept of time as viewed by other cultures

Respect for elderly, family members, etc. in other cultures

The extended family concept in many countries

Interpretation of colors and numbers in different countries

SPECIAL CUSTOMS

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Role playing situations for the following: 1) An elderly family member and a child. Demonstrate the concept of respect in another culture. 2) Signaling in a restaurant. Several customs from several countries could be demonstrated. 3) An American student attending a tea party in another country. (coming out party, dance, promenade in plaza) 4) A boy and girl on a date with their chaperone. 5) An American student and a student from another country demonstrate handshakes, gestures used in greeting, leave-taking, courtesies.				X	X				
Use works and phrases from other languages throughout role playing.									
Celebrate students' birthdays as a foreign culture would.	X			X					
Discuss the significance of different colors and numbers in various cultures.				X					

RESOURCES

See General Resource List.

German Holidays and Folk Customs Dieter Kramer Gessler Publishing Company 1977	German holidays throughout the year. Illustrated with drawings.
These Strange German Ways Gessler Publishing Company 1973 $4.50	German customs

SPORTS
AND
LEISURE ACTIVITIES

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of sports and games

Sporting terms

Leisure activities, terms

I play/I don't play

I like/I don't like

CULTURAL INFORMATION

Popular sports and rules of play

Popular leisure activities

Famous athletes

Famous competitions

Family style entertainment

T.V. watching

Attending cultural events

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Discuss a particular sport. (Use filmstrips, films, reports, etc.) a) Who plays it? b) Where is it played? c) What do the uniforms look like? d) What equipment is needed?					X				X
Use the Wide World of Sports Programs on T.V. Discuss and compare athletes, training, events and sports of many countries.									X
Following the Olympics, list which countries are stronger in certain sports. Discuss why.									X
Give reports on famous athletes.					X				X
Play one of the popular sports.									X
Have a contest with another class. Bicycle race, soccer match, chariot race.									X
Learn foreign cheers.					X				X
Discuss popular leisure activities of a particular country. (Use filmstrips, films, reports, etc.) a) Who participates? b) Where? c) Why is it a popular activity? d) Could this same activity be done by the students in class here in Milwaukee? Why or why not?				X	X				

RESOURCES

📖 Children's Games From Many Lands Nina Millen Friendship Press 1965	
Games of the World Frederick Grunfeld Holt, Rinehart, Winston 1975	
International Games Valjean McLenigham Raintree Children's Books 1978	
Hands On Heritage Nancy Lee and Linda Oldham Hands On Publications 1978	Guidebook for setting up a multi-cultural program. Valuable section on games.
Project Germany-Sports Filmstrip and tape Gessler Publishing Company Available for French and Spanish	Tape and text in English. Good overview of Germany's sports.
Activities and Projects: Mexico in Color Claude Soleillant Sterling Publishing Company, Incorporated New York Available on India also.	Crafts, costumes, foods, games, dances and stories on Mexico
How They Live and Work Series Holt, Rinehart and Winston 1976	Teacher resource. Section on "How They Amuse Themselves." 17 ethnic groups included in this series.
Discovering Germany-Sports George G. Harrap and Company 1974	Concise information. Nice black and white photographs.

📖 - Highly recommended

TRAVEL AND TRANSPORTATION

VOCABULARY AND LANGUAGE EXPRESSIONS

Types of transportation
Signs
Where are you going?
I'm going to _____.
Asking directions
Places to stay
Buying tickets
Exchanging currency
Dates

CULTURAL INFORMATION

Transportation
Types of vehicles
Street signs
Hotels, motels
Climate
Tourism
Visas and passports
Border customs
Reasons for traveling

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Prepare for a trip to a foreign country: make passports, visit a travel agency or invite an agent to your class.						X			
Do research on 1) renting a car in that country 2) hotel possibilities 3) health regulations 4) tours available		X							
Simulate a trip to a foreign country:									
Have students make up a brochure with their itinerary for the week. The following is a possibility:					X	X			
Day 1 Airport (Dramatize their arrival at airport with passports and going through customs.)									
Day 2 Shopping (What things might students buy? Where would they shop?)		X							
Day 3 Eating (Plan a skit in a restaurant.)								X	
Day 4 Traveling in the City or Country (Show slides or filmstrip pretending that they're on a bus tour.)				X					
Day 5 See specific places of interest (museums, art institutes, monuments, geographical points).				X		X			
Day 6 Attend a celebration of a particular holiday or special custom.				X					
Write a letter or postcard to family or friends about your trip and the country you're visiting.				X					
Visit O'Hare international airport - go through customs.						X			
Post and label types of transportation.						X			
Make clay models of means of transportation.									
Display a hotel bill or registration and a laundry sheet.		X							
Make drawings of foreign cars.						X			
Visit foreign ships in the Milwaukee harbor.				X					

RESOURCES

📖 Project Germany-Transportation Filmstrip-cassette in English Gessler Publishing Company, Incorporated	Includes an English tape and text. Available on Spain and France also.
Looking at Spain Rupert Martin J. B. Lippencott Company 1969 $3.19 Other countries in this series: Holland, Italy, Greece, Norway, Denmark, Japan, France, Israel.	Color and black and white photographs. Sections on the people, food, education, etc. Also, sections on each important city or region of country. Possibly for entire class use.
Life In a German Town Robin Sawers Harrap London 1974	Good source of information for this topic, education, shopping, etc. Contains black and white photographs. Includes a section of usable discussion questions on each topic.
Life in a French Town	
Life in a Spanish Town	
Michelin Guide Gessler Publishing Company	Available on France, Spain, Germany. Good teacher and student reference.

📖 - Highly recommended

WORK

VOCABULARY AND LANGUAGE EXPRESSIONS

Names of professions and occupations

I am a _____________.

I work at _____________.

CULTURAL INFORMATION

Different attitudes towards work

Industry, agriculture

Typical jobs, distinctive jobs

Work day

Salary scale

ACTIVITIES	READING	MATH	SCIENCE	SOCIAL STUDIES	LANGUAGE ARTS	ART	MUSIC	HOME ECONOMICS	PHYSICAL EDUCATION
Make a bulletin board display of various occupations.						X			
Play a game such as "What's My Line?"					X				
Make charts showing the difference in salary of the same occupations in different countries.	X	X			X				
Make maps of countries. 1) Place or draw pictures of typical products from those countries on the maps. 2) Mark off industrial areas and agricultural areas of countries.	X			X					
Make "If I were _____" reports. Example: A student writes a report in the first person. If I were a nurse in Thailand, I would . . . a) include daily schedule b) salary c) type of job-prestigious, common, easy, hard d) education needed to be in this field					X				
Have students read reports to the class. They should include foreign language words in report.					X				
After studying about occupations of a specific country, play "10 questions" or "Who am I?"					X				

RESOURCES

	Farming Around the World Louise and Richard Floethe Charles Schribners Sons, New York 1970	Elementary. Discusses and illustrates size, features and crops typical of farms in different countries.
📖	How They Live and Work Series Holt, Rinehart and Winston 1976	Good teacher's resource. Contains excellent information, maps and black and white photographs. Other ethnic groups in this series: Australians, Canadians, Chinese, Egyptians, Finns, Lapps, French, Iranians, Israelis, Italians, Japenese, Mexicans, New Zealanders, Norwegians, Poles, Russians, Swiss, West Indians.

📖 - Highly recommended

APPENDIX

SAMPLE PRE-TEST - EXPLORING LANGUAGES AND CULTURES

1. What is your heritage? ____________________

2. Where did your ancestors come from? ____________________

3. Do you speak a language other than English at home? __________

   Which one(s)? ____________________

4. Name a profession in which knowing a second language would be to your advantage. ____________________

5. Name a special custom that comes from another country.

   ____

6. What foreign cultures are represented in

   a) Wisconsin? ____________________

   b) Milwaukee? ____________________

7. Name a typical food of:

a) Mexico	__________	f) Germany	__________
b) China	__________	g) Africa	__________
c) Poland	__________	h) ______	__________
d) Italy	__________	i) ______	__________
e) U.S.A.	__________	j) ______	__________

8. Circle the words which are foreign:

   a) canoe c) taco e) crepe

   b) frito d) squaw f) wiener

9. Which language do you think is the easiest to learn? __________

   Why? ____________________

10. Which language do you think is the hardest to learn? __________

    ____

    Why? ____________________

11. If you had a choice, which language would you like to study?

____

12. "Cats, dogs, snakes, and monkeys are eaten regularly in China." Do you think this is a true statement? ______________________

13. Some activities that you will experience in this class are listed here. In what other subjects might you also do these or similar activities?

a) Draw a map ____________________

b) Prepare an ethnic meal ____________________

c) Use the metric system ____________________

d) Study about inventors ____________________

e) Write a report on your heritage ____________________

f) Make a piñata or a cave drawing ____________________

g) Learn sports of other countries ____________________

h) Sing Christmas carols in other languages ____________________

SAMPLE POST TEST - EXPLORING LANGUAGES AND CULTURES

1. What is your heritage? ______________________________

2. Where did your ancestors come from? ______________________________

3. Do you know someone from a foreign country? __________ Which one? __________

   __________________ Do you know someone who speaks a foreign language? _______

   Which one? ______________________

4. Name a profession in which knowing a second language would be to your

   advantage. ______________________________

5. Name a special custom that comes from another country.

   ____

6. What foreign cultures are represented in

   a) Wisconsin? ______________________________

   b) Milwaukee? ______________________________

7. Name three foreign words that we use in English. ____________________

   ____________________ ____________________

8. What is language? ______________________________

   ____

9. What is culture? ______________________________

   ____

10. Explain one way in which the ______________________ culture differs from the American culture.

    ____

11. Name at least three countries where the people speak ____________________.

    ________________ ________________ ________________

12. If you could take a trip to a foreign country to learn about another culture, where would you go? ______________________ Why?

    ____

13. If you had a choice, which language would you like to study? ____________________

Why? ____

14. Why might it be important for you to learn to speak another language?

____

15. Write something about yourself in a foreign language.

____

____

SAMPLE LESSON PLANS

NINE WEEK COURSE SEQUENCE

The following lesson plans are intended to give some ideas for one way to organize and teach this course. Particular topical units have been chosen to be included in these plans. Each teacher, however, is free to choose different units and to modify or expand the plans to accommodate personal teaching style, special interests, available resources, and time schedule.

WEEK 1

Day 1

1. Meet the class at the door and greet them in the target language. As class is seated, continue greetings and elicit repetition (include various greetings and titles of respect).
2. Begin names; give your name several times and elicit student response in the foreign language. Have students question each other.
3. Discuss what the class will be like: goals, objectives, requirements.
4. Teach expressions for "good-bye."

Day 2

1. Review all oral work.
2. Discuss foreign names and have students choose one for use in the classroom.
3. Have students make name tags to be placed on desks for at least the first week of class.
4. Introduce "How are you?" and various responses. Drill orally.
5. Give pre-test.

Day 3

1. Review orally and add new expressions.
2. Discuss pre-test briefly.
3. Discuss "What is language?" and the four kinds of language (see unit "What is Language?" by Sue Klopatek, in The Appendix), and ask students for examples of each.
4. Do spoken language experiment (unit - "What is Language?") and discuss.

Day 4

1. Do written language experiment (unit - "What is Language?") and discuss.
2. Do oral review.
3. Play first half of "A Word in Your Ear" (Basic Kit)

Day 5

1. Review oral work.
2. Discuss body language, and give examples.
3. Play second half of "A Word in Your Ear."
4. Begin teaching alphabet.

WEEK 2

Day 1

1. Practice alphabet - play typewriter game. (See Unit 1.)
2. Discuss the beginnings of language, cave drawings, and development of the alphabet.
3. Have students do cave drawings containing messages and interpret them.

Day 2

1. Review alphabet.
2. Review all discussions of "What is Language?"
3. Give test on language. (Sample test in unit "What is Language?" by Sue Klopatek in the Appendix.)
4. Assign homework: find out what your ethnic heritage is.

Day 3

1. Discuss ethnic heritage - including ethnic groups in Milwaukee and Wisconsin.
2. Begin explanation of Family Crest Project (how to design one, what is included - ethnic background, family interests, special customs, etc.).
3. Distribute materials (to be named in the foreign language) and begin designing a family crest.

Day 4

1. Review oral work (including alphabet).
2. Discuss ethnic groups in the United States.
3. Work on family crest.

Day 5

1. Review oral work.
2. Have students explain finished family crests to the class.
3. Give individual oral test on alphabet.

WEEK 3

Note

Each day the class should be started with some conversational items or oral review in the target language. This will not be listed in each daily plan. Whenever materials to be used in the class are introduced, they are presented in the target language and should be placed in students' notebooks - a sort of a picture dictionary.

Day 1

1. Finish testing on the alphabet.
2. Learn classroom objects and place these in notebooks.
3. Finish presentations of family crests to the class if necessary.
4. Present the words for family members.
5. Assign homework: try to find out how to say something (hello, good-bye, etc.) in another language.

Day 2

1. Put students' language samples on the board; practice orally (ask students if anyone in their family would like to come in as a resource person).
2. Begin discussion of geography of target country-use a map to reinforce skills.
3. Present terms in the target language - "Where is...?", the compass points, etc.
4. Distribute maps or demonstrate how to draw an outline map of the country to be studied.

Day 3

1. Begin to teach weather vocabulary and expressions (use illustrations).
2. Continue map work - give as much information as possible in the target language - use the board, draw pictures, demonstrate.
3. Have students add neighboring countries and bodies of water to the map - labeling everything.

Day 4

1. Review weather - add new vocabulary.
2. Continue map work adding mountains, rivers, cities (maps can be colored or painted).

Day 5

1. Review weather.
2. Continue map work adding products and other specialities.

WEEK 4

Day 1

1. Show slides of the country or countries being studied.

Day 2

1. Give geography test (students may use their maps during the test emphasizing good development of map reading skills).

Note

As an alternative geography unit, rather than having all of the students do the same map, divide them into groups and let them choose the area (which speaks the target language) that they would like to study - for example, the French-speaking countries in Africa. Spend two or three days in the school library doing research and have students explain their maps to the class when finished.

Day 3

1. Begin teaching numbers.
2. Do some reading in a cultural reader - discuss.
3. Assign homework: Does someone in your family know how to count in another language?

Day 4

1. Review numbers.
2. Learn to count in other languages - Spanish, German, Danish, etc.
3. Play number bingo.

Day 5

1. Do easy math problems or other number activities.
2. Do some reading in a cultural reader - discuss.

WEEK 5

Day 1

1. Review numbers. Test students on numbers from 1-20.
2. Begin teaching foods - use flashcards or magazine pictures (practice foods - orally and written).
3. Discuss meal schedules in countries being studied.
4. Begin teaching terms such as "I'm hungry!" or "I would like..."

Day 2

1. Continue foods.
2. List typical foods eaten at each meal.
3. Explain menu project (students will make menus) - everything must be in the target language. There must be a picture for each item listed; prices must be in the currency of the country; and it must be well organized - separate sections for appetizers, main dishes, etc.
4. Have students practice ordering foods - "I would like..."

Day 3

1. Review foods.
2. Introduce restaurant conversation to be learned and later presented as a skit.
3. Have students begin working on menus (students can work in pairs), pictures can be drawn or cut from magazines.

Day 4

1. Practice restaurant conversations (substitute different food items according to personal tastes of students).
2. Explain how to convert American currency to foreign-practice.
3. Work on menus.

Day 5

1. Finish menus.
2. Have students practice and present restaurant conversations as skits using menus as props.

WEEK 6

Day 1

1. Have a food day - choose one of the following: take a field trip to a restaurant, bring food in to the class to sample, or prepare a simple meal in the Home Economics room.

Day 2

1. Do some reading in a cultural reader relating to the school day.
2. Discuss schools, class schedules, etc.
3. Begin teaching telling time.

Day 3

1. Continue teaching time.
2. Use expressions of time to talk about foreign class schedules.
3. Have students discuss their class schedules in the target language.
4. Make a written class schedule.

Day 4

1. Invite a resource person in to teach some common expressions in another language.

Day 5

1. Practice expressions learned on day 4.
2. Listen to foreign music, learn a song or dance.

WEEK 7

Day 1

1. Begin teaching the names of buildings, parts of a city (add new vocabulary to notebooks).
2. Divide students into groups of four or five and let each group choose a section of the chalkboard for a mural of a city.

Day 2

1. Continue teaching buildings.
2. Have students work on mural with colored chalk - each section can be a complete city or the sections can fit together to make a city - label everything.

Day 3

1. Continue mural.
2. Teach "Where is...?" and "Where are you going?" and various responses using the murals.

Day 4

1. Complete a worksheet on "Where are you going?"
2. Have students make up a short conversation about going somewhere in the city - use murals.

Day 5

1. Practice conversations and present them to the class.

WEEK 8

Day 1

1. Bring in a resource person to acquaint the students with another language and culture, or take a field trip to the museum, or do a craft project from another culture.

Day 2

1. Begin teaching names of clothing.
2. Discuss differences in dress in different countries - show pictures or slides.
3. Teach the expressions "I am wearing..." and "What are you wearing?"

Day 3

1. Review clothing.
2. Have students do some practice drawing on the board of people wearing different clothing.

Day 4

1. Prepare students to have style show - choose partners and practice describing their clothing.
2. Taking turns, present the style show for the class.

Day 5

1. Continue style show.
2. Give each student a clothing ad and help them write simple descriptions - post these around the room.

WEEK 9

Day 1

1. Review clothing and colors.

2. Finish clothing ads if necessary.

3. Review numbers and simple math problems.

Day 2

1. Practice colors and math problems by doing color by number sheet. (In Guide Supplement)

Day 3

1. Do some reading in a cultural reader or magazine.

2. Listen to music, learn a song.

Day 4

1. Play foreign games or work on puzzles.

2. Give post-test.

Day 5

1. Discuss and compare the various languages available in your school in order to help students choose the language they would like to study next year.

2. Discuss post-test.

SAMPLE LATIN COURSE OUTLINE

Week 1

Latin

Day 1

1. Discuss what the course will be like, goals, objectives.
2. Introduce historic aspects of language - theories of beginnings, derivations from Greek.
3. Give pre-test.

Day 2

1. Discuss pre-test.
2. Discuss the history of language and the development of alphabets - Roman alphabet.
3. Play first half of tape "A Word in Your Ear."

Day 3

1. Play second half of "A Word in Your Ear" - discuss.
2. Discuss the history of language and the influence of Latin on the development of other languages.

Day 4

1. Review and continue discussion of the influence of Latin; give Latin words and phrases used in English.
2. Do activity related to number one.
3. Discuss the four kinds of language (see unit "What is Language?" by Sue Klopatek, in Guide Supplement).
4. Do spoken language experiment from unit discussed in number three.

Day 5

1. Do a brief written language experiment from unit "What is Language?" in Guide Supplement.

2. Discuss results of spoken and written language experiments.

3. Discuss and demonstrate body language (sign language also, if desired).

4. Discuss common Latin abbreviations (e.g., loc., cit., A.D., ibid., lb., Rx., R.I.P., a.m., p.m., etc.)

WEEK 2

Day 1

1. Review "What is Language?" from Week 1.
2. Discuss: Latin meanings of months, Zodiac signs, personal names from Latin, etc.
3. Have students illustrate signs of Zodiac.
4. Discuss ethnic heritage; and ask students to research this at home for the next class.

Day 2

1. Give test on "What is Language?"
2. Continue illustration activity.
3. Discuss ethnic backgrounds, special family customs.

Day 3

1. Discuss etymology, dictionary skills, study of common roots, prefixes, suffixes derived from Latin.
2. Do a dictionary activity.
3. Discuss ethnic groups in Milwaukee and Wisconsin.

Day 4

1. Continue dictionary activity or do an additional word study activity.
2. Discuss ethnic groups in the United States.
3. Do an activity from the unit "Language as Part of the Culture of the United States."

Day 5

1. Discuss languages and careers.
2. Do activity from the unit "How do Languages Help You" - Careers."
3. Discuss various careers from the Roman empire.

WEEK 3

Day 1

1. Begin study of geography - discuss.
2. Give students maps and have them fill in...
3. Discuss the beginnings of Rome; tell Romulus and Remus story.

Day 2

1. Continue geography study and map work; discuss development of the Roman Empire.
2. Add to map the areas conquered by Rome.

Day 3

1. Continue discussion of Roman empire.
2. Discuss the role of the military in Roman society.
3. Discuss the various levels of Roman society.

Day 4

1. Do an illustration of a Roman soldier or other member of Roman society, or an illustration of battle formations.

Day 5

1. Discuss the contributions of Roman society to Western civilization: law system, architecture, literature, language, etc.
2. Show slides or filmstrip showing Roman ruins in Europe.

WEEK 4

Day 1

1. Review Roman society structure.
2. Discuss the Roman family.
3. Study Latin words for members of the family.

Day 2

1. Have students make a family tree in Latin.

Day 3

1. Discuss dress in Roman society.
2. Show slides, filmstrip or illustrations for number one.

Day 4

1. Begin a study of the Roman house; discuss and learn terms.
2. Have students design a Roman style home for their families.

Day 5

1. Continue designing home.
2. Have students present drawings to the class with appropriate explanations.
3. Give quiz on the week's lessons.

WEEK 5

Day 1

1. Discuss shopping and markets in ancient Rome.
2. Teach Roman numerals, money system.
3. Teach names of foods and other objects sold or traded in markets.

Day 2

1. Review previous day's work.
2. Begin planning and setting up a Roman market in the classroom (to include money, signs, objects to be bought and sold and stands or areas from which to sell them).

Day 3

1. Continue making market.

Day 4

1. Set up market and have half of the class be buyers and the other half sellers.

Day 5

1. Continue market having students reverse roles.

WEEK 6

Day 1

1. Discuss Roman religion.
2. Read one or more tales from Roman mythology.

Day 2

1. Explain the important gods and goddesses and their roles.
2. Have students begin illustrations of a god or goddess in a characteristic role.

Day 3

1. Continue illustration project - add to it a short written report.

Day 4

1. Have students present mythology projects to the class.

Day 5

1. Read another tale from mythology to the class.
2. Teach the colors in Latin (see unit on color by Lorraine Strasheim in the Guide Supplement).

SAMPLE LESSON PLAN FOR
TOPIC 1 - WHAT IS LANGUAGE?

I. Discuss: What is language?

A. Ask students to give examples of language to arrive at an answer.

1. meaningful sounds
2. communication

B. Ask students to give further examples and then discuss the question "What do we need language for?"

1. communication of ideas
2. communication of feelings
3. warnings
4. questions, answers
5. other vital information, etc.

II. Discuss: What are the four major kinds of language?

A. Present examples of each and/or ask students for examples.

1. spoken language
2. written language
3. body language
4. sign language

B. The following activities are helpful in illustrating the four types of language and their importance in our lives.

1. Play charades, discuss difficulties encountered in relying on body language, or trying to communicate with a non-English speaking person.

2. Conduct part of a class (15-20 minutes) in which no spoken language is allowed. You may want to present a short cultural item to be read, write questions on the board, ask students to write answers, etc.

   Any student questions must be written down. At the end of the 15-20 minutes, ask students what conclusions they may come up with.

   a. Body language helped a lot.

   b. We need spoken language to:

      1) save time
      2) adequately express feelings
      3) facilitate discussion
      4) get someone's attention
      5) entertainment - radio, TV, movies, records, plays, etc.
      6) warn someone of an emergency
      7) speeches, announcements
      8) conduct business, etc.

3. Pass an oral message from one person to another - in the classroom or one at a time in the hall. After several turns, ask the last person to repeat the message he heard to the class. Almost without fail, the message becomes garbled or changed. Again, ask students for conclusions.

   a. Spoken language isn't enough.

   b. We need written language to:

      1) accurately pass on information
      2) save time (e.g., put written messages in mailboxes)
      3) record history
      4) send messages, letters
      5) read books, magazines, etc.
      6) spread news-newspapers
      7) facilitate teaching, testing
      8) advertising
      9) warning signs, traffic signs
      10) labels, etc.

4. Part of a class could be held using only spoken language - present a cultural lesson, ask questions, give oral test, etc., with similar results.

III. Discuss: How did language begin?

A. Ask students how they think the cavemen communicated with each other.

1. grunts and sounds to signify perhaps an animal or a danger - repetition of these sounds until they became words

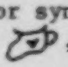
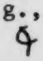
   Activity - Present a skit showing primitive communication.

2. gestures and body movement to signify a need or an event

   Activity - Ask for examples from students.

3. cave drawings - pictography - pictures meant to represent a story, person, event, etc.

   Activities - a. do sample cave drawings or murals at the board
   b. make individual cave drawings - exchange with a partner and interpret

B. A study of the alphabet could be a follow-up to this. How did our alphabet develop from pictures or symbols of cave drawings? e.g., development of the letter A, Egyptian , Semitic , Phoenician , Greek , Roman A .

Activity - Begin learning the French (German, Spanish) aophabet at this time. Compare various alphabets.

IV. Sample Test: What is language?

1. What is language?
2. Why do people need language?
3. Write down an example of body language.
4. Why do we need spoken language?
5. Why do we need written language?
6. Communicate something to me in a picture as a caveman might have done.
7. Give an example of how the cavemen began to develop spoken language.
8. How do you think the letter A may have developed?

LANGUAGE SAMPLES

LANGUAGE SAMPLES
FRENCH/FRANÇAIS

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v W, w X, x Y, y Z, z

NIMALS/LES ANIMAUX

pig	le cochon
cow	la vache
horse	le cheval
chicken	la poule
bird	l'oiseau
dog	le chien
cat	le chat
duck	le canard
sheep	le mouton
rooster	le coq
donkey	l'âne
fish	le poisson
elephant	l'éléphant
tiger	le tigre
bear	l'ours
monkey	le singe
lion	le lion
giraffe	la girafe
snake	le serpent

BODY/LE CORPS

head	la tête
eyes	les yeux
ears	les oreilles
nose	le nez
mouth	la bouche
tooth	la dent
hair	les cheveux
arm	le bras
hand	la main
finger	le doigt
leg	la jambe
foot	le pied
knee	le genou
toes	les orteils
stomach	le ventre
neck	le cou
back	le dos

CLASSROOM/LA SALLE DE CLASSE

book	le livre
pencil	le crayon
paper	le papier
eraser-board	la brosse
eraser-paper	la gomme
crayon	le crayon de couleur
ruler	la règle
chair	la chaise
table	la table
desk	le pupitre
door	la porte
window	la fenêtre
blackboard	le tableau
light	la lumière
chalk	la craie
notebook	le cahier
map	la carte
flag	le drapeau
clock	l'horloge
wastebasket	la corbeille
telephone	le téléphone
calendar	le calendrier
pen	le stylo
pencil sharpener	le taille-crayon
teacher (male)	le professeur
teacher (female)	le professeur
student (male)	l'élève
student (female)	l'élève
again	encore
yes	oui
no	non
Mr.	Monsieur (M.)
Mrs.	Madame (Mme.)
Miss	(Mlle.) Mademoiselle

DAYS, MONTHS, SEASONS
CLOTHING/LES VÊTEMENTS-LES JOURS,LES MOIS,LES SAISONS-FOOD/LA NOURRITURE

dress	la robe
blouse	la blouse
skirt	la jupe
shirt	la chemise
pants	le pantalon
hat	le chapeau
coat	le manteau
socks	les chaussettes
shoes	les chaussures
belt	la ceinture
jacket	la veste
sweater	le pull-over (le chandail)

COLORS/LES COULEURS

red	rouge
blue	bleu
yellow	jaune
green	vert
orange	orange
brown	brun
black	noir
white	blanc
purple	violet
pink	rose
gray	gris

Monday	Lundi
Tuesday	Mardi
Wednesday	Mercredi
Thursday	Jeudi
Friday	Vendredi
Saturday	Samedi
Sunday	Dimanche
January	Janvier
February	Février
March	Mars
April	Avril
May	Mai
June	Juin
July	Juillet
August	Août
September	Septembre
October	Octobre
November	Novembre
December	Décembre
Winter	l'hiver
Spring	le printemps
Summer	l'été
Fall	l'automne

FAMILY/LA FAMILLE

mother	la mère
father	le père
brother	le frère
sister	la soeur
daughter	la fille
son	le fils
grandmother	la grandmère
grandfather	le grandpère
aunt	la tante
uncle	l'oncle
baby	le bébé
girl	la fille
boy	le garçon
man	l'homme
woman	la femme

apple	la pomme
banana	la banane
orange	l'orange
lemon	le citron
pear	la poire
cherry	la cerise
strawberry	la fraise
grape	le raisin
potato	la pomme de terre
tomato	la tomate
carrot	la carotte
bean	les haricots vert
pea	les petits pois
cabbage	le chou
corn	le maïs
lettuce	la laitue
rice	le riz
fish	le poisson
meat	la viande
ham	le jambon
egg	l'oeuf
cheese	le fromage
bread	le pain
butter	le beurre
cake	le gâteau
candy	le bonbon
ice cream	la glace
milk	le lait
coffee	le café
tea	le thé
water	l'eau
beer	la bière
wine	le vin
juice	le jus
soft drink	la boisson gazeuse
chocolate	le chocolat

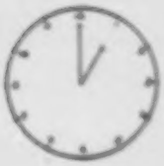
GREETINGS, EXPRESSIONS/SALUTATIONS

Bonjour
Hola
Guten Tag
Ciao

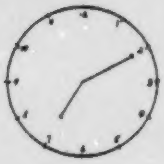
Hi/Hello	Bonjour
Good morning	Bonjour
Good day/afternoon	Bonjour
Good evening	Bonsoir
Good-bye	Au revoir
See you tomorrow	À demain
How are you? (informal)	Comment vas-tu?
How are you? (respectful)	Comment allez-vous?
Fine, thank you	Bien, merci
So, so	Comme ci, comme ça
Thank you	Merci
You are welcome	De rien
Please	S'il te plaît
Excuse me	Excuse-moi
I am sorry	Pardon
What is your name? (informal)	Comment t'appeles-tu?
What is your name? (respectful)	Comment vous appelez-vous?
My name is	Je m'appelle
How old are you? (informal)	Quel âge as-tu?
How old are you? (respectful)	Quel âge avez-vous?
I am _____ years old	J'ai _____ ans
How much does it cost?	Combien ça coûte?
Cheap	Bon marché
Expensive	Cher
Where is _____?	Où est _____?
Here	Ici
Who	Qui
What	Quel, quelle
Where	Où
Why	Pourquoi
When	Quand
today	aujourd'hui
tomorrow	demain
yesterday	hier
now	maintenant
May I go to the bathroom?	Puis-je aller aux toilettes?
May I please get a drink?	Puis-je aller boire de l'eau?
I need _____	J'ai besoin de _____
Open your book? (informal)	Ouvre ton livre
Open your book? (respectful)	Ouvrez vôtre livre
Sit down (singular)	Assieds-toi
Sit down (plural)	Asseyez-vous
Sit down (respectful)	Asseyez-vous
Listen (singular)	Écoute
Listen (plural)	Écoutez
Listen (respectful)	Écoutez
Repeat (singular)	Répète
Repeat (plural)	Répétez
Repeat (respectful)	Répétez

Write (singular)	Écris
Write (plural)	Écrivez
Write (respectful)	Écrivez
Sing (singular)	Chante
Sing (plural)	Chantez
Sing (respectful)	Chantez
Raise your hand (informal)	Lève la main
Raise your hand (respectful)	Levez la main
Look (singular)	Regarde
Look (plural)	Regardez
Look (respectful)	Regardez
Stop (singular)	Arrête
Stop (plural)	Arrêtez
Stop (respectful)	Arrêtez
Come here (singular)	Viens
Come here (plural)	Venez
Come here (respectful)	Venez
Read (singular)	Lis
Read (plural)	Lisez
Read (respectful)	Lisez
Stand up (singular)	Lève-toi
Stand up (plural)	Levez-vous
Stand up (respectful)	Levez-vous
Go to (the) (singular)	Va
Go to (the) (plural)	Allez
Go to (the) (respectful)	Allez

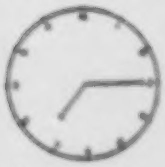
WHAT TIME IS IT?/QUELLE HEURE EST-IL?



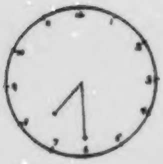
Il est une heure.



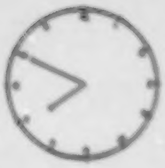
Il est sept heures dix.



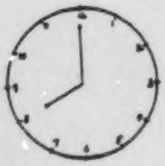
Il est sept heures et quart.



Il est sept heures et demie.



Il est huit heures moins dix.



Il est huit heures.

NUMBERS/LES NOMBRES

one	un
two	deux
three	trois
four	quatre
five	cinq
six	six
seven	sept
eight	huit
nine	neuf
ten	dix

LANGUAGE SAMPLES
GERMAN/DEUTSCH

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l
M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v W, w X, x
Y, y Z, z

ANIMALS/DIE TIERE

pig	das Schwein
cow	die Kuh
horse	das Pferd
chicken	das Huhn-die Henne
bird	der Vogel
dog	der Hund
cat	die Katze
duck	die Ente
sheep	das Schaf
rooster	der Hahn
donkey	der Esel
fish	der Fisch
elephant	der Elefant
tiger	der Tiger
bear	der Bär
monkey	der Affe
lion	der Löwe
giraffe	die Giraffe
snake	die Schlange

BODY/DER KÖRPER

head	der Kopf
eyes	die Augen
ears	die Ohren
nose	die Nase
mouth	der Mund
tooth	der Zahn
hair	das Haar
arm	der Arm
hand	die Hand
finger	der Finger
leg	das Bein
foot	der Fuss
knee	das Knie
toes	die Zehen
stomach	der Magen
neck	der Hals
back	der Rücken

CLASSROOM/DAS KLASSENZIMMER

book	das Buch
pencil	der Bleistift
paper	das Papier
eraser-board	der Wischer
eraser-paper	der Gummi
crayon	die Wachsfarbe
ruler	das Lineal
chair	der Stuhl
table	der Tisch
desk-school	das Pult
door	die Tür
window	das Fenster
blackboard	die Tafel
light	das Licht
chalk	die Kreide
notebook	das Heft
map	die Landkarte
flag	die Fahne
wastebasket	der Papierkorb
telephone	das Telefon
calendar	der Kalender
pen	die Feder
pencil	der Bleistift
sharpener	Bleistiftspitzer
teacher (male)	der Lehrer
teacher (female)	die Lehrerin
student (male)	der Schüler
student (female)	die Schülerin
again	noch einmal
yes	ja
no	Nein
Mr.	der Herr
Mrs.	die Frau
Miss	das Fräulein

CLOTHING/DIE KLEIDUNG

dress	das Kleid
blouse	die Bluse
skirt	der Rock
shirt	das Hemd
pants	die Hose
hat	der Hut
coat	der Mantel
socks	die Socken
shoes	die Schuhe
belt	der Gürtel
jacket	die Jacke
sweater	die Strickjacke

COLORS/DIE FARBEN

red	rot
blue	blau
yellow	gelb
green	grün
orange	orange
brown	braun
black	schwarz
white	weiss
purple	purpur, violett
pink	rosa
gray	grau

DAYS, MONTHS, SEASONS
TAGE, MONATE, JAHRESZEITEN

Monday	Montag
Tuesday	Dienstag
Wednesday	Mittwoch
Thursday	Donnerstag
Friday	Freitag
Saturday	Samstag
Sunday	Sonntag
January	Januar
February	Februar
March	März
April	April
May	Mai
June	Juni
July	Juli
August	August
September	September
October	Oktober
November	November
December	Dezember
Winter	Winter
Spring	Frühling
Summer	Sommer
Fall	Herbst

FAMILY/DIE FAMILIE

mother	die Mutter
father	der Vater
brother	der Bruder
sister	die Schwester
daughter	die Tochter
son	der Sohn
grandmother	die Grossmutter
grandfather	der Grossvater
uncle	der Onkel
baby	das Baby
girl	das Mädchen
boy	der Junge
man	der Mann
woman	die Frau

FOOD/DAS ESSEN

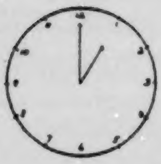
apple	der Apfel
banana	die Banane
orange	die Orange
lemon	die Zitrone
pear	die Birne
cherry	die Kirsche
strawberry	die Erdbeere
grape	die Traube
potato	der Kartoffel
tomato	die Tomate
carrot	die Karotte
bean	die Bohne
pea	die Erbse
cabbage	der Kohl
corn	der Mais
lettuce	der Salat
rice	der Reis
fish	der Fisch
meat	das Fleisch
ham	der Schinken
egg	das Ei
cheese	der Käse
bread	das Brot
butter	die Butter
cake	der Kuchen
candy	Bonbons
ice cream	das Eis
milk	die Milch
coffee	der Kaffee
tea	der Tee
water	das Wasser
beer	das Bier
wine	der Wein
juice	der Saft
soft drink	das/die Soda
chocolate	die Schokolade

GREETINGS, EXPRESSIONS/GRÜSSE

Hi/Hello	Tag
Good morning	Guten Morgen
Good day/afternoon	Guten Tag
Good evening	Guten Abend
Good-bye	Auf Wiedersehen
See you tomorrow	Bis morgen
How are you? -- informal	Wie geht es dir?
How are you? - respectful	Wie geht es Ihnen?
Fine, thank you	Gut, danke
So, so	So, so
Thank you	Danke
You are welcome	Bitte
Please	Bitte
Excuse me	Verzeihung
I am sorry	Es tut mir leid
What is your name? - informal	Wie heisst du?
What is your name?-respectful	Wie heissen Sie?
My name is _____	Ich heisse _____
How old are You? - informal	Wie alt bist du?
How old are you? - respectful	Wie alt sind Sie?
Open your book? (informal)	Mach dein Buch auf!
Open your book? (respectful)	Machen Sie Ihr Buch auf!
Sit down (singular)	Setz dich hin (informal)
Sit down (plural)	Setzt euch hin(informal)
Sit down (respectful)	Setzen Sie sich hin
Listen (singular)	Hör zu
Listen (plural)	Hört zu
Listen (respectful)	Hören Sie zu
Repeat (singular)	Wiederhol
Repeat (plural)	Wiederholt
Repeat (respectful)	Wiederholen Sie
Write (singular)	Schreib
Write (plural)	Schreibt
Write (respectful)	Schreiben Sie
Sing (singular)	Sing
Sing (plural)	Singt
Sing (respectful)	Singen Sie
Raise your hand (informal)	Heb deine Hand
Raise your hand (respectful)	Heben Sie Ihre Hand
Look (singular)	Schau
Look (plural)	Schaut
Look (respectful)	Schauen Sie
Stop (singular)	Halt! Hör auf!
Stop (plural)	Hört auf!
Stop (respectful)	Hören Sie auf!

Come here (singular)	Komm her
Come here (plural)	Kommt her
Come here (respectful)	Kommen Sie her
Read (singular)	Lies!
Read (plural)	Lest!
Read (respectful)	Lesen Sie!
Stand up (singular)	Steh auf!
Stand up (plural)	Steht auf!
Stand up (respectful)	Stehen Sie auf!
Go to (the) _____ (singular)	Geh zu _____
Go to (the) _____ (plural)	Geht zu _____
Go to (the) _____ (respectful)	Gehen Sie zu _____

WHAT TIME IS IT?/WIEVIEL UHR IST ES?



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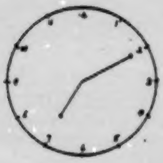
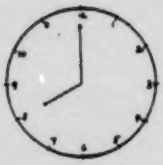


Es ist zehn nach sieben.



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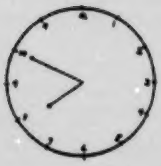
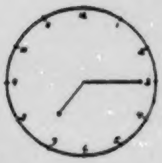


Es ist halb acht.



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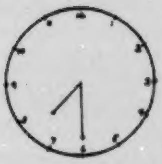


Es ist acht Uhr.

NUMBERS/DIE ZAHLEN

one	eins
two	zwei
three	drei
four	vier
five	fünf
six	sechs
seven	sieben
eight	acht
nine	neun
ten	zehn

LANGUAGE SAMPLES
ITALIAN/ITALIANO

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l
M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v
Z, z

Animali

pig	il maiale
cow	la mucca
horse	il cavallo
chicken	il pollo
bird	l'uccello
dog	il cane
cat	il gatto
duck	l'anatra
sheep	la pecora
rooster	il gallo
donkey	l'asino
fish	il pesce
elephant	l'elefante
tiger	la tigre
bear	l'orso
monkey	la scimmia
lion	il leone
giraffe	la giraffa
snake	il serpente

Corpo

head	la testa
eyes	gli occhi
ears	gli orecchi
nose	il naso
mouth	la bocca
tooth	il dente
hair	i capelli
arm	il braccio
hand	la mano
finger	il dito
leg	la gamba
foot	il piede
knee	il ginocchio
toes	le dita del piede
stomach	lo stomaco
neck	il collo
back	la schiena

La Classe

book	il libro
pencil	la matita
paper	la carta
eraser-paper	la gomma da cancellare
crayon	il pastello
ruler	il regolo
chair	la sedia
table	la tavola
desk	il banco
door	la porta
window	la finestra
blackboard	la lavagna
light	la luce
chalk	il gesso
notebook	il quaderno
map	la mappa geografica
flag	la bandiera
clock	l'orologio
wastebasket	il cestino
telephone	il telefono
calendar	il calendario
pen	la penna
pencil sharpener	il temperamatite
teacher (male)	il maestro
teacher (female)	la maestra
student (male)	lo studente
student (female)	la studentessa
again	ancora
yes	sì
no	no
Mr.	Signore
Mrs.	Signora
Miss	Signorina

Vestiti

dress	il vestito
blouse	la camicetta
skirt	la gonna
shirt	la camicia
pants	i pantaloni
hat	il cappello
coat	il cappotto
socks	le calze
shoes	le scarpe
belt	la cintura
jacket	la giacca
sweater	la maglia

Colori

red	rosso
blue	azzurro
yellow	giallo
green	verde
orange	arancio
brown	marrone
black	nero
white	bianco
purple	purpureo
pink	rosa
gray	grigio

Giorni, Mesi, Stagioni

Monday	lunedì
Tuesday	martedì
Wednesday	mercoledì
Thursday	giovedì
Friday	venerdì
Saturday	sabato
Sunday	domenica
January	gennaio
February	febbraio
March	marzo
April	aprile
May	maggio
June	giugno
July	luglio
August	agcsto
September	settembre
October	ottobre
November	novembre
December	dicembre
Winter	l'inverno
Spring	la Primavera
Summer	l'estate
Fall	l'autunno

Famiglia

mother	la madre
father	il padre
brother	il fratello
sister	la sorella
daughter	la figlia
son	il figlio
grandmother	la nonna
grandfather	il nonno
aunt	la zia
uncle	lo zio
baby	il bambino la bambina
girl	la ragazza
boy	il ragazzo
man	l'uomo
woman	la donna

Alimento

apple	la mela
banana	la banana
orange	l'arancia
lemon	il limone
pear	la pera
cherry	la ciliegia
strawberry	la fragola
grape	l'uva
potato	la patata
tomato	il pomodoro
carrot	la carota
bean	il fagiolo
pea	il pisello
cabbage	il cavolo
corn	il grano
lettuce	la lattuga
rice	il riso
fish	il pesce
meat	la carne
ham	il prosciutto
egg	l'uovo
cheese	il formaggio
bread	il pane
butter	il burro
cake	la torta
candy	il candito
ice cream	il gelato
milk	il latte
coffee	il caffè
tea	il tè
water	l'acqua
beer	la birra
wine	il vino
juice	il succo
soft drink	la bibita
chocolate	la cioccolata

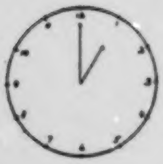
Saliti, Espressioni

Bonjour
Hola
Guten Tag
Ciao

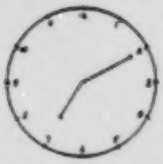
Hi/Hello, Good-bye	Ciao
Good morning	Buon giorno
Good day/afternoon	Buona sera
Good evening	Buona notte
Good-bye	Arrivederci
See you tomorrow	A domani
How are you? (informal)	Come stai?
How are you? (respectful)	Come sta?
Fine, thank you	Bene, grazie
So, so	Non c'è male
Thank you	Grazie
You are welcome	Prego
Please	Per favore
Excuse me	Mi scusi
I am sorry	Mi dispiace
What is your name? (informal)	Come ti chiami?
What is your name? (respectful)	Come si chiama?
My name is _____	Mi chiamo _____
How old are you? (informal)	Quanti anni hai?
How old are you? (respectful)	Quanti anni ha?
I am 11 years old	Io ho undici (11) anni
How much does it cost?	Quanto costa?
Cheap	Economico
Expensive	Caro, costoso
Where is _____?	Dov'è _____?
Here	Qui
Who	Chi
What	Che cosa
Where	Dove
Why	Perché
When	Quando
today	oggi
tomorrow	domani
yesterday	ieri
now	ora
May I go to the bathroom?	Posso andare al bagno?
May I please get a drink?	Posso bere?
I need _____	Ho bisogno di _____
Open your book (informal)	Apri il libro
Open your book (respectful)	Apra il libro
Sit down (singular)	Siediti
Sit down (plural)	Sedetevi
Sit down (respectful)	Si sieda
Listen (singular)	Ascolta
Listen (plural)	Ascoltate
Listen (respectful)	Ascolti

Repeat (singular)	Ripeti
Repeat (plural)	Ripetete
Repeat (respectful)	Ripeta
Write (singular)	Scrivi
Write (plural)	Scrivete
Write (respectful)	Scriva
Sing (singular)	Canta
Sing (plural)	Cantate
Sing (respectful)	Canti
Raise your hand (informal)	Alza la mano
Raise your hand (respectful)	Alzi la mano
Look (singular)	Guarda
Look (plural)	Guardate
Look (respectful)	Guardi
Stop (singular)	Smetti
Stop (plural)	Smettete
Stop (respectful)	Smetta
Come here (singular)	Vieni qui
Come here (plural)	Venite qui
Come here (respectful)	Venga qui
Read (singular)	Leggi
Read (plural)	Leggete
Read (respectful)	Legga
Stand up! (singular)	Alzati!
Stand up! (plural)	Alzatevi!
Stand up! (respectful)	Si alzi!
Go to (the) _____ (singular)	Va al _____
Go to (the) _____ (plural)	Andate al _____
Go to (the) _____ (respectful)	Vada al _____

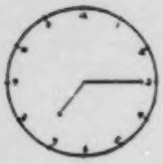
WHAT TIME IS IT?/CHE ORE SONO



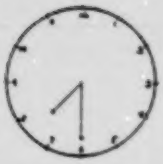
È' l'una.



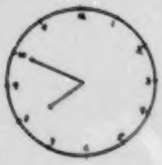
Sono le sette e dieci.



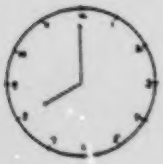
Sono le sette e un quarto.



Sono le sette e trenta;
le sette e mezza.



Sono le sette e cinquanta;
le otto meno dieci.



Sono le otto.

one	uno
two	due
three	tre
four	quattro
five	cinque
six	sei
seven	sette
eight	otto
nine	nove
ten	dieci

LANGUAGE SAMPLES
POLISH/POLSKI

A, a Ą, ą B, b C, c Ć, ć D, d Ę, ę E, e F, f G, g H, h I, i
J, j K, k L, l Ł, ł M, m N, n Ń, ń O, o Ó, ó P, p Q, q R, r
S, s Ś, ś T, t U, u V,v W, w X, x Y, y Z, z Ź, ź Ż, ż

ANIMALS/ZWIERCZETA

pig	świnia
cow	krowa
horse	koń
chicken	kura-(hen)
bird	ptak
dog	pies
cat	kot
duck	kaczka
sheep	owca
rooster	kogut
donkey	osioł
fish	ryba
elephant	słoń
tiger	tygrys
bear	niedźwiedź
monkey	małpa
lion	lew
giraffe	żyrafa
snake	żmija

BODY/CIAŁO

head	głowa
eyes	oczy
ears	uszy
nose	nos
mouth	usta
tooth	ząb
hair	włosy
arm	ramię
hand	ręka
finger	palec
leg	noga
foot	stopa
knee	kolano
toes	palce u nogi
stomach	żołądek
neck	szyja, kark
back	plecy

CLASSROOM/KLASA

book	książka
pencil	ołówek
paper	papier
eraser-board	guma do wycierania
eraser-paper	gumaka
crayon	pastela
ruler	linja
chair	krzesło
table	stół
desk	biurko
door	drzwi
window	okno
blackboard	tablica
light	światło
chalk	kreda
notebook	notatnik
map	mapa
flag	flaga
clock	zegar
wastebasket	kosz do śmieci
telephone	telefon
calendar	kalendarz
pen	pióro
pencil sharpener	strugaczka do ołowka pendant
teacher (male)	nauczyciel
teacher (female)	nauczycielka
student (male)	student
student (female)	studentka
again	znowu
yes	tak
no	nie
Mr. (Sir)	Pan
Mrs.(Madam)	Pani
Miss	Panna

CLOTHING/ODZIEŻ

dress	suknia,sukienka
blouse	bluzka
skirt	spodnica
shirt	koszula
pants	spódnie
hat	kapelusz
coat	płaszcz
socks	skarpetki
shoes	buty
belt	pas
jacket	żakiet
sweater	swetr

COLORS/BARWY

red	czerwony
blue	niebieski
yellow	zółty
green	zielony
orange	pomarańczowy
brown	brązowy
black	czarny
white	biały
purple	purpurowy
pink	różowy
gray	popielaty

DAYS, MONTHS, SEASONS
DNIE, MIESIĄCE, PORY ROKU

Monday	poniedziałek
Tuesday	wtorek
Wednesday	środa
Thursday	czwartek
Friday	piątek
Saturday	sobota
Sunday	niedziela
January	styczeń
February	luty
March	marzec
April	kwiecień
May	maj
June	czerwiec
July	lipiec
August	sierpień
September	wrzesień
October	pazdźiernik
November	listopad
December	grudzień
Winter	zima
Spring	wiosna
Summer	lato
Fall	jesień

FAMILY/RODZINA

mother	matka
father	ojciec
brother	brat
sister	siostra
daughter	córka
son	syn
grandmother	babka,babcia
grandfather	dziadek
aunt	ciotka
uncle	wuj
baby	dziecko
girl	dziewczyna
boy	chłopiec
human being	człowiek
woman	kobieta
man	męźczyzna

FOOD/ŻYWNOŚĆ

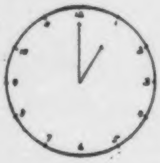
apple	jabłko
banana	banan
orange	pomarańcz
lemon	cytryna
pear	gruszka
cherry	wiśnia,czereśnia
strawberry	truskawka,poziom
grape	winogrono
potato	kartofel,ziemniak
tomato	pomidor
carrot	marchew
bean	fasola
pea	groch
cabbage	kapusta
corn	kukurydza
lettuce	sałata
rice	ryż
fish	ryba
meat	mięso
ham	szynka
egg	jajko
cheese	ser
bread	chleb
butter	masło
cake	tort,placek babka
candy	cukierek
ice cream	lody
milk	mleko
coffee	kawa
tea	herbata
water	woda
beer	piwo
wine	wino
juice	sok
soft drink	woda sodowa
chocolate	czekolada

GREETINGS, EXPRESSIONS/POZDROWIENIE, WYRAZENIE

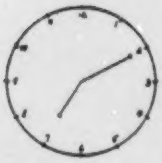
Hi/Hello	
Good morning	Dzień dobry
Good day/afternoon	Dzień dobry
Good evening	Dobry wiecźor
Good-bye	Do widzenia
See you tomorrow	Do jutra
How are you? (informal)	Jak się masz?
How are you? (respectful)	Jak się Pan/Pani ma?
Fine, thank you	Dobrze. Bardzo dobrze, dziękuję
So, so	Tak i tak
Thank you	Dziękuje
You are welcome	
Please	Proszę
Excuse me	Przepraszam
I am sorry	Przepraszam cię
What is your name? (informal)	Jak się nazywasz?
My name is _____.	Moje imię jest _____.
How old are you? (informal)	Jaki stary jestesz?
How old are you? (respectful)	Ile ma Pan/Pani lat?
I am _____ years old	Ja jestem _____ lat stary
How much does it cost?	Ile to kosztuje?
Cheap	Tani
Expensive	Drogi
Where is _____?	Gdzie jest _____?
Here	Tu
Who	Kto?
What	Co?
Where	Gdzie?
Why	Dlaczego?
When	Kiedy?
today	dzisiaj
tomorrow	jutro
yesterday	wczoraj
now	teraz
May I go to the bathroom?	Czy mogę isć do łazienki?
May I please get a drink?	Czy mogę dostać pić?
I need _____	Ja potrze buje _____.
Open your book? (informal)	Otworz ksiaźkę!
Open your book? (formal)	Prosze otworzyć ksiąźkę
Sit down (singular)	Usiądź!
Sit down (plural)	Usiędźcie!
Sit down (formal)	Prosze usiać
Listen (singular)	Słuchaj!
Listen (plural)	Słuchajcie!
Listen (formal)	Proszę słuchać
Repeat (singular)	Powtórz!
Repeat (plural)	Powtórz cie!
Repeat (formal)	Proszę powtórzyć!

Write (singular)	Pisz!
Write (plural)	Piszcie!
Write (formal)	Proszę pisać
Sing (singular)	Spiewaj!
Sing (plural)	Spiewajcie!
Sing (formal)	Prosze śpiewać
Raise your hand (informal)	Podnieś rękę!
Raise your hand (formal)	Proszę podnieść rę kę
Look (singular)	Patrz!
Look (plural)	Patrzcie!
Look (respectful)	Proszę patrzeć
Stop (singular)	Zatrzymaj się!
Stop (plural)	Zatrzymajcie się!
Stop (respectful)	Prosze zatrymać się
Come here (singular)	Przyjdź tu!
Come here (plural)	Przyjdź cie tu!
Come here (respectful)	Proszę przyjść tu
Read (singular)	Czytaj!
Read (plural)	Czytajcie!
Read (respectful)	Prosze czytać
Stand up (singular)	Postaj!
Stand up (plural)	Postajcie!
Go to (the) _____	Idź do _____

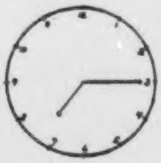
WHAT TIME IS IT?/KTÓRA JEST GODZINA?



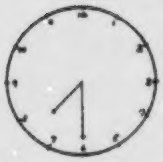
Pierwsza godzina.



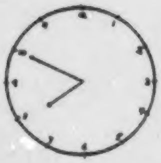
Dziesięć po siódmej.



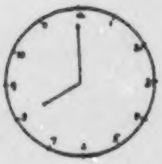
Kwadrans po siódmej.



Trzydzieści minut po siódmej.



Piecdziesiąt minut po siódmej.



Osma godzina.

NUMBERS/NUMERI

one	jeden
two	dwa
three	trzy
four	catery
five	pięć
six	sześć
seven	siedem
eight	osiem
nine	dziewięć
ten	dziesięć

LANGUAGE SAMPLES
SPANISH/ESPAÑOL

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l
M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v W, w X, x
Y, y Z, z

ANIMALS/ANIMALES

pig	el cerdo
cow	la vaca
horse	el caballo
chicken	el pollo
bird	el pájaro
dog	el perro
cat	el gato
duck	el pato
sheep	la oveja
rooster	el gallo
donkey	el burro
fish	el pez
elephant	el elefante
tiger	el tigre
bear	el oso
monkey	el mono
lion	el león
giraffe	la girafa
snake	la culebra

BODY/CUERPO

head	la cabeza
eyes	los ojos
ears	las orejas
nose	la nariz
mouth	la boca
tooth	el diente
hair	el cabello
arm	el brazo
hand	la mano
finger	el dedo
leg	la pierna
foot	el pie
knee	la rodilla
toes	los dedos del pie
stomach	el estómago
neck	el cuello
back	la espalda

CLASSROOM/SALA DE CLASE

book	el libro
pencil	el lápiz
paper	el papel
eraser-board	el borrador
eraser-paper	la goma
crayon	
ruler	la regla
chair	la silla
table	la mesa
desk	el escritorio
door	la puerta
window	la ventana
blackboard	la pizarra
light	la luz
chalk	la tiza
notebook	el cuaderno
map	el mapa
flag	la bandera
clock	el reloj
wastebasket	el cesto de papeles
telephone	el teléfono
calendar	el calendario
pen	la pluma
pencil sharpener	el sacapuntas
teacher (male)	el profesor
teacher (female)	la profesora
student (male)	el estudiante
student (female)	la estudiante
again	otra vez
yes	sí
no	no
Mr.	Señor
Mrs.	Señora
Miss	Señorita

CLOTHING/LA ROPA

dress	el vestido
blouse	la blusa
skirt	la falda
shirt	la comisa
pants	los pantalones
hat	el sombrero
coat	el abrigo
socks	los calcetines
shoes	los zapatos
belt	el cinturón
jacket	la chaqueta
sweater	el suéter

COLORS/LOS COLORES

red	rojo
blue	azul
yellow	amarillo
green	verde
orange	anaranjado
brown	café
black	negro
white	blanco
purple	violeta
pink	rosado
gray	gris

DAYS, MONTHS, SEASONS
DIAS, MESES, ESTACIONES

Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre
Winter	el invierno
Spring	la primavera
Summer	el verano
Fall	el otoño

FAMILY/LA FAMILIA

mother	la madre
father	el padre
brother	el hermano
sister	la hermana
daughter	la hija
son	el hijo
grandmother	la abuela
grandfather	el abuelo
aunt	la tía
uncle	el tío
baby	el bebé
girl	la niña
boy	el niño
man	el hombre
woman	la mujer

FOOD/LA COMIDA

apple	la manzana
banana	el plátano
orange	la naranja
lemon	el limón
pear	la pera
cherry	la cereza
strawberry	la fresa
grape	la uva
potato	la papa
tomato	el tomate
carrot	la zanahoria
bean	el frijol
pea	el guisante
cabbage	el repollo
corn	el maíz
lettuce	la lechuga
rice	el arroz
fish	el pescado
meat	la carne
ham	el jamón
egg	el huevo
cheese	el queso
bread	el pan
butter	la mantequilla
cake	la torta
candy	el dulce
ice cream	el helado
milk	la leche
coffee	el café
tea	el té
water	el agua
beer	la cerveza
wine	el vino
juice	el jugo
soft drink	el refresco
chocolate	el chocolate

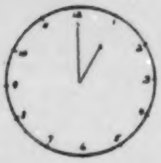
GREETINGS, EXPRESSIONS/SALUDOS, EXPRESIONES

Bonjour
Hola
Guten Tag
Ciao

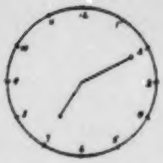
Hi/Hello	¡Hola!
Good morning	Buenos dias
Good day/afternoon	Buenas tardes
Good evening	Buenas noches
Good-bye	Adiós
See you tomorrow	Hasta mañana
How are you? (informal)	¿Cómo estás?
How are you? (respectful)	¿Cómo está usted?
Fine, thank you	Muy bien, gracias
So, so	Así, así
Thank you	Gracias
You are welcome	De nada
Please	Por favor
Excuse me	Perdón Con Permiso
I am sorry	Lo siento
What is your name? (informal)	¿Cómo te llamas?
What is your name? (respectful)	¿Cómo se llama usted?
How old are you? (informal)	¿Cuántos años tienes?
How old are you? (respectful)	¿Cuántos años tiene usted?
I am _____ years old	Yo tengo _____ años
How much does it cost?	¿Cuánto cuesta?
Cheap	Barato
Expensive	Caro
Where is _____?	¿Dónde está?
Here	Aquí
Who	¿Quién?
What	¿Qué?
Where	¿Dónde?
Why	¿Por qué?
When	¿Cuándo?
today	hoy
tomorrow	mañana
now	ahora
May I go to the bathroom?	¿Puedo ir al baño?
May I please get a drink?	¿Puedo tomar agua? Por favor
I need _____	Yo necesito _____
Open your book! (informal)	Abre tu libro
Open your book! (respectful)	Abra su libro
Sit down (singular)	Siéntate
Sit down (plural)	Siéntense
Sit down (respectful)	Siéntese usted
Listen (singular)	Escucha
Listen (plural)	Escuchen
Listen (respectful)	Escuche usted
Repeat (singular)	Repite
Repeat (plural)	Repitan
Repeat (respectful)	Repita usted

Write (singular)	Escribe
Write (plural)	Escriban
Write (respectful)	Escriba usted
Sing (singular)	Canta
Sing (plural)	Canten
Sing (respectful)	Cante usted
Raise your hand (informal)	Levanta la mano
Raise your hand (respectful)	Levanten la mano
Look (singular)	Mira
Look (plural)	Miren
Look (respectful)	Mire usted
Stop (singular)	Párate
Stop (plural)	Párense
Stop (respectful)	Parese usted
Come here (singular)	Ven
Come here (plural)	Vengan
Come here (respectful)	Venga usted
Read (singular)	Lee
Read (plural)	Lean
Read (respectful)	Lea usted
Stand up (singular)	Párese
Stand up (plural)	Párense
Stand up (respectful)	Párese
Go to (the) _____ (singular)	Ve
Go to (the) _____ (plural)	Vayan
Go to (the) _____ (respectful)	Vaya

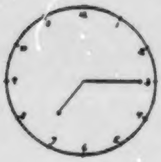
WHAT TIME IS IT?/¿QUE HORA ES?



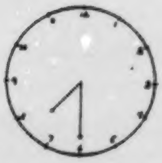
Es la una.



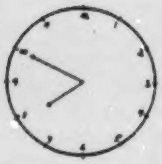
Son las siete y diez.



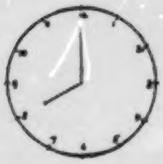
Son las siete y cuarto.



Son las siete y media.



Son las ocho menos diez.



Son las ocho.

NUMBERS/LOS NÚMEROS

one	uno
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez

LANGUAGE SAMPLES
SWAHILI

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l
M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v W, w X, x
Y, y Z, z

ANIMALS/WANYAMA

pig	nguruwe
cow	naombe
horse	farasi
chicken	kuku
bird	ndege
dog	mbwa
cat	paka
duck	bata
sheep	kondoo
rooster	jogoo
donkey	punda
fish	samaki
elephant	tembo/ndovu
tiger	jike
bear	dubu
monkey	kima
lion	simba
giraffe	twiga
snake	nyoka

BODY/MWILI

head	kiohwa
eyes	macho
ears	masikio
nose	pua
mouth	mdomo
tooth	jino
hair	nywele
arm	mkono
hand	mkono
finger	kodole
leg	mguu
foot	mguu
knee	goti
toes	vidole vya mguu
stomach	tumbo
neck	shingo
back	mgongo

CLASSROOM/DARASA

book	kitabu
pencil	kalamu
paper	karatasi
eraser	mfuto
eraser-paper	
crayon	chaki yenye rangi
ruler	rula
chair	kiti
table	meza
desk	meza, deski
door	mlango
window	dirisha
blackboard	ubad
light	taa
chalk	chaki
notebook	
map	ramani
flag	bendera
cleck	saa
wastebasket	
telephone	simu
calendar	kalenda
pen	kalamu ya sino
pencil	
sharpener	
teacher (male)	mwalimu
teacher (female)	mwalimu
student (male)	mwanafunzi
student (female)	mwanafunzi
again	tena
yes	ndiyo
no	hapana
Mr.	Bwana
Mrs.	Bibi
Miss	

CLOTHING/NGUO

dress	nguo
blouse	shati fupi
shirt	skirti
shirt	shati
pants	suruali
hat	kofia
coat	koti
socks	
shoes	viatu
belt	mshipi
jacket	koti
sweater	fulana nzito

COLORS/RANGI

red	nyekundu
yellow	majano
green	majani/kibichi
orange	rangi ya dhahabu
brown	
black	nyeusi
white	nyeupe
purple	
pink	
gray	

DAYS,MONTHS,SEASONS
SIKU,MWEZI WAKATI WA MWAKA

Monday	Jumatatu
Tuesday	Jumanne
Wednesday	Jumatano
Thursday	Alhamisi
Friday	Ijumaa
Sunday	Jumafili
January	Jnauari
February	Februari
March	Machi
April	Aprili
May	Mei
June	Juni
July	Julai
August	Agosti
September	Septemba
October	Oktoba
November	Novemba
December	Desemba
Winter	
Spring	
Summer	
Fall	

FAMILY/JAMAA, NDUGU

mother	mama
father	baba
brother	ndugu
sister	dada
daughter	binti
son	mwana,kijana
grandmother	bibi
grandfather	babu
aunt	shangazi
uncle	baba mdogo
baby	mtoto
girl	msichana
boy	mvulana
man	mwanamume
woman	mwanamke

Note: (not on tape)

uncle-mother's brother	mjomba
uncle-father's brother	amu
uncle-older than father	baba mkubwa
uncle-younger than father	baba mdogo

FOOD/CHAKULA

apple	tafaa
banana	ndizi
orange	chungwa
lemon	limau
pear	
cherry	
strawberry	
grape	zabibu
potato	kiazi
tomato	nyanya
carrot	
bean	haragwe
pea	dengu
cabbage	mboga
corn	mahindi
lettuce	saladi
rice	mchele
fish	samaki
meat	nyama
ham	
egg	yai
cheese	jibini
bread	mkate
butter	siagi
cake	mkate mtamu
candy	peremende
ice cream	
milk	maziwa
coffee	kahawa
tea	chai
water	maji
beer	pombe
wine	divai
juice	
soft drink	
chocolate	

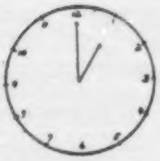
GREETINGS, EXPRESSIONS/MASAL, MIYO

Bonjour
Hola
Guten Tag

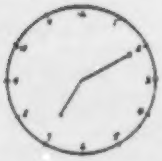
Hi/Hello	Habari
Good morning	Habari ya asubuhi
Good day/afternoon	Habari
Good evening	Habari ya jioni
Good-bye	Kwaheri
See you tomorrow	Tuita onana kesho
How are you? (informal)	Habari gani
How are you? (respectful)	Habari yako
Fine, thank you	Nzuri
So, so	
Thank you	Asante
You are welcome	Karibu
Please	Tafadhali
Excuse me	Ni samehe
I am sorry	Ni samehe
What is your name? (informal)	Jina lako nani?
What is your name? (respectful)	Jina lako nani?
My name is _____	Jina langu hi _____
How old are you? (informal)	Una miaha ngapi?
How old are you? (respectful)	Una miaha ngapi?
I am _____ years old	Nina miaka _____
How much does it cost?	Bei gani?
Cheap	Bei rahisi
Expensive	Bei kubwa
Where is _____?	Wapi _____?
Here	Hapa
Who	Nani
What	Nini
Where	Wapi
Why	Kwanini
When	Lini
today	leo
tomorrow	kesho
yesterday	jana
now	sasa
May I go to the bathroom?	
May I please get a drink?	Tafadhali nipatiye kinwaji?
I need _____	Nataka _____
Open your book? (informal)	Funguwa kitabu?
Open your book? (respectful)	Funguwa kitabu tafadbali?
Sit down (singular)	Keti chini
Sit down (plural)	Ketini chini
Sit down (respectful)	Keti chini tafadhali
Listen (singular)	Sikiliza
Listen (plural)	Sikilizeni
Listen (respectful)	Sihiliza tafadhali
Repeat (singular) (say again)	Sema tena
Repeat (plural)	Semeni tena
Repeat (respectful)	Semeni tena tafadhali
Write (singular)	Andika
Write (plural)	Andikeni

Write (respectful)	Andika tafadhali
Sing (singular)	Imba
Sing (plural)	Imbeni
Sing (respectful)	Imba tafadhali
Raise your hand (informal)	Weka mkano juu
Raise your hand (respectful)	Weka mkono juu tafadhali
Look (singular)	Tazama
Look (plural)	Tazameni
Look (respectful)	Tazama tafadhali
Stop (singular)	Simama
Stop (plural)	Simameni
Stop (respectful)	Simama tafadhali
Come here (singular)	Njoo hapa
Come here (plural)	Njooni hapa
Come here (respectful)	Njoo hapa tafadhali
Read (singular)	Soma
Read (plural)	Someni
Read (respectful)	Someni tafadhali
Stand up (singular)	Simama
Stand up (plural)	Simameni
Stand up (respectful)	Simama tafadhali
Go to (the) _____ (singular)	Enda _____
Go to (the) _____ (plural)	Endeni _____
Go to (the) _____ (respectful)	Enda _____ tafadhali

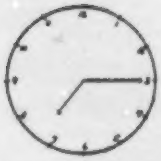
WHAT TIME IS IT?/NI SAA NGAPI?



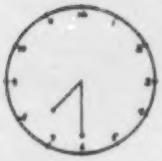
Ni saa saba kamili.



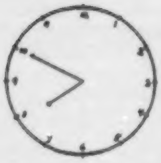
Dakika kumi.



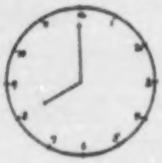
Ni saa moja na dakika kumi na tano.



Ni saa moja na nusu.



Ni saa mbili baado dakika kumi.



Ni saa mbili kamili.

NUMBERS/HESABU

one	moja
two	mbili
three	tatu
four	nne
five	tano
six	sita
seven	saba
eight	nane
nine	tisa
ten	kumi

LANGUAGE SAMPLES
TAGALOG

A, a B, b C, c D, d E, e F, f G, g H, h I, i J, j K, k L, l
M, m N, n O, o P, p Q, q R, r S, s T, t U, u V, v W, w X, x
Y, y Z, z

ANIMALS/MGA HAYOP

BODY/MGA BAHAGI NG KATAWAN

CLASSROOM/SILID-ARALAN

pig	baboy	head	ulo	book	aklát
cow	baka	eyes	mata	pencil	lapis
horse	kabayo	ears	taiñga	paper	papel
chicken	makok	nose	ilong	eraser-board	panglinis ng pisara
bird	ibon	mouth	bibig	eraser-paper	pámbura
dog	aso	tooth	ngipin	crayon	pangkulay
cat	pusa	hair	buhok	ruler	pantuwid
duck	itik	arm	braso	chair	salung-puwet
sheep	no equivalent	hand	kamay	table	mesa
rooster	katiaw	finger	daliri	desk	lamesa
donkey	maliit na kabayo	leg	binti	door	pinto
fish	isda	foot	paa	window	bintana
elephant	elepante	knee	tuhod	blackboard	pisara
tiger	tigre	toes	mga daliri ng paa	light	ilaw
bear	no equivalent	stomach	tiyan	chalk	panulat sa pisara
monkey	unggoy, matsing	neck	leeg	notebook	aklat-sulatan
lion	leon	back	likad	map	mapa
giraffe	no equivalent			flag	bandera
snake	ahas			clock	orasan
				wastebasket	basurahan
				telephone	telepono
				calendar	kalendaryo
				pen	panulat
				pencil sharpener	pantasa
				teacher (male)	guro
				teacher (female)	guro
				sutdent (male)	mag-aaral
				student (female)	mag-aaral
				again	ulit
				yes	oo
				no	hindi
				Mr.	Ginoo
				Mrs.	Ginang
				Miss	Binibini

CLOTHING/MGA PANDAMIT

dress	damit
blouse	blusa
skirt	palda
shirt	kamiseta
pants	pantalon
hat	sombrero
coat	the same in English
socks	medyas
shoes	sapatos
belt	sintron
jacket	the same in English
sweater	the same in English

COLORS/MGA KULAY

red	pulá
blue	asul, bughaw
yellow	dilaw
green	berde
orange	tangerine
brown	brown
black	itim
white	puti
purple	lila
pink	rosas
gray	uling

DAYS, MONTHS, SEASONS ARAW, BUWAN, PANAHON

Monday	Lunes
Tuesday	Martes
Wednesday	Miyerkoles
Thursday	Huwebes
Friday	Biyernes
Saturday	Sabado
Sunday	Linggo
January	Enero
February	Febrero
March	Marso
April	Abril
May	Mayo
June	Hunyo
July	Hulyo
August	Agosto
September	Setyembre
October	Oktubre
November	Nobyembre
December	Disyembre
Winter	
Spring (wet)	Tag-ulan
Summer (dry)	Tag-init Tag-araw
Fall	

FAMILY/MAG-ANAK

mother	ina
father	amá
brother	kapatid na lalaki
sister	kapatid na babae
daughter	anak na babae
son	anak na lalaki
grandmother	lola
grandfather	lolo
aunt	tiya
uncle	tiyo
baby	sanggol
girl	babae
boy	lalaki
man	lalaki
woman	babae

FOOD/PAGKAIN

apple	mansanas
banana	saging
orange	dalanghita
lemon	kalamansi
pear	peras
cherry	no equivalent
strawberry	no equivalent
grape	ubas
potato	patatas
tomato	kamatis
carrot	no equivalent
string bean	sitaw, sigadilyas, o' bataw
pea	sitsaro
cabbage	repolyo
corn	mais
lettuce	no equivalent
rice	bigas, kanin
fish	isda
meat	karne
ham	hamon
egg	itlog
cheese	keso
bread	tinapay
butter	mantikilya
cake	bibingka
candy	kendi
ice cream	sorbetes
milk	gatas
coffee	kape
tea	tsaa
water	tubig
beer	serbesa
wine	tuba
juice	lemonada
soft drink	pampalamig
chocolate	tsokolate

GREETINGS, EXPRESSIONS/MGA PAMBATI

Bonjour
Hola
Guten Tag
Ciao

Hi/Hello	Kumusta!
Good morning	Magandang umaga
Good day/afternoon	Magandang hapon
Good evening	Magandang gabi
Good-bye	Paalam na
See you tomorrow	Hanggang bukas
How are you? (informal)	Kumusta ka?
How are you? (formal)	Kumusta po kayo?
Fine, thank you	Mabuti, salamat
So, so	Kaya
Thank you	Salamat
You are welcome	Walang anuman
Please	Paki -
Excuse me	Humihingi ako ng paumanhin
I am sorry	Ikin alulungkot ko
What is your name? (informal)	Ano ang pangalan mo?
What is your name? (formal)	Ano po ang pangalan ninyo?
My name is _____	Ang pangalan ko ay _____
How old are you? (informal)	Ilang taon ka na?
How old are you? (formal)	Ilang taon na kayo?
I am _____ years old	Ako ay _____ taon
How much does it cost?	Magkano iyan?
Cheap	Mura; mababang halaga
Expensive	Mahal
Where is _____?	Saan
Here	Dito
Who	Sino
What	Ano
Where	Nasaan
Why	Bakit
When	Kailan
today	Ngayong araw na ito
tomorrow	bukas
yesterday	kahapon
now	ngayon
May I go to the bathroom?	Maaari ba akong pumunta sa palikuran?
May I please get a drink?	Maaari ba ako uminom?
I need _____	Kailangan ko
Open your book? (informal)	Buksan mo ang iyong aklat
Open your book? (formal)	Buksan ninyo ang inyong aklat
Sit down (singular)	Umupo ka
Sit down (plural)	Umupo kayo
Sit down (formal)	Umupo po kayo
Listen (singular)	Makinig ka
Listen (plural)	Makinig kayo
Listen (formal)	Makinig po kayo
Repeat (singular)	Ulitin mo
Repeat (plural)	Ulitin ninyo
Repeat (formal)	Ulitin po ninyo

Write (singular)	Isulat mo
Write (plural)	Isulat ninyo
Write (formal)	Isulat po ninyo
Sing (singular)	Kumanta ka
Sing (plural)	Kumanta kayo
Sing (formal)	Kumanta po kayo
Raise your hand (informal)	Itaas mo ang kamay mo
Raise your hand (formal)	Itaas ninyo ang kamay ninyo
Look (singular)	Tingnan mo
Look (plural)	Tingnan ninyo
Look (formal)	Tingnan po ninyo
Stop (singular)	Huminto ka
Stop (plural)	Huminto kayo
Stop (formal)	Huminto po kayo
Come here (singular)	Halika
Come here (plural)	Halina kayo
Come here (formal)	Halina po kayo
Read (singular)	Basahin mo
Read (plural)	Basahin ninyo
Read (formal)	Basahin po ninyo
Stand up (singular)	Tumayo ka
Stand up (plural)	Tumayo kayo
Stand up (formal)	Tumayo po kayo
Go to (the) _____ (singular)	Pumunta ka
Go to (the) _____ (plural)	Pumunta kayo
Go to (the) _____ (formal)	Pumunta po kayo

WHAT TIME IS IT?/ANONG ORAS NA?

Ika-isa.

Sampung sandali makaraan.

Ika-lambing limang sandali
makaraan ang ika-pito.

Kalahating sandali makaraan
ang ika-pito.

Sampang sandali bago
mag-ika-pito.

Ika-walo.

NUMBERS/MGA BILANG

one	isa
two	dalawa
three	tatlo
four	apat
five	lima
six	anim
seven	pito
eight	walo
nine	siyam
ten	sampu

COLORS

ENGLISH	GERMAN	POLISH	SERBO-CROATIAN*	SWAHILI	VIETNAMESE*	FRENCH	ITALIAN	SPANISH	TAGALOG
red	rot	czerwony	crven	nyekundu	màu đỏ	rouge	rosso	rojo	pulá
blue	blau	niebieski	plav	buluu	màu xanh	bleu	azzurro	azul	asul
yellow	gelb	żołty	žut	majano	màu vang	jaune	giallo	amarillo	dilaw
green	grün	zielony	zelen	rangi ya majani	màu xanh lá cây	vert	verde	verde	berde
orange	orange	pomarańczowy	narančast	rangi ya dhahabu	may da cam	orange	arancio	anaranjado	tangerine
brown	braun	brązowy	smeđ	–	màu nâu	brun	marrone	café	brown
black	schwarz	czarny	crn	nyeusi	màu đen	noir	nero	negro	itim
white	weiss	biały	bijel	nyeupe	màu trắng	blanc	bianco	blanco	puti
purple	violett	purpurowy	Ljubičast	–	màu tím	violet	purpureo	morado	lila
pink	rosa	różowy	ružičast	–	màu hồng	rose	rosa	rosado	rosas
gray	grau	popielaty	siv	–	màu xám	gris	grigio	gris	uling

*No tape is currently available for this language.

FAMILY

ENGLISH	GERMAN	POLISH	SERBO-CROATIAN*	SWAHILI	VIETNAMESE*	FRENCH	ITALIAN	SPANISH	TAGALOG
mother	die Mutter	matka	majka	mama	me	la mère	la madre	la madre	ina
father	der Vater	ojciec	otac	baba	cha	le père	il padre	el padre	amá
brother	der Bruder	brat	brat	ndugu	anh	le frère	il fratello	el hermano	kapatid na lalaki
sister	die Schwester	siostra	sestra	dada	chi	la soeur	la sorella	la hermana	kapatid na babae
daughter	die Tochter	córka	kćer	binti	con gái	la fille	la figlia	la hija	anak na babae
son	der Sohn	syn	sin	mwana	contrai	le fils	il figlio	el hijo	anak na lalaki
grandmother	die Grossmutter	babka	baka	bibi	bà	la grandmère	la nonna	la abuela	lola
grandfather	der Grossvater	dziadek	djed	babu	ông	le grandpère	il nonno	el abuelo	lolo
aunt	die Tante	ciotka	tetka	shangazi	cỏ	la tante	la zia	la tía	tiya
uncle	der Onkel	wuj	tetak	baba mdogo	bác	l' oncle	lo zio	el tío	tiyo
baby	das Baby	dziecko	beba	mtoto	em bé	le bébé	il bambino	el bebé	sanggol
girl	das Mädchen	dziewczyna	djevojčica	msichana	con gái	la fille	la ragazza	la niña	babae
boy	der Junge	chłopiec	dječak	mvulana	con trai	le garçon	il ragazzo	el niño	lalaki

*No tape is currently available for this language.

GREETINGS

Bonjour
Hola
Guten Tag
Ciao

ENGLISH	GERMAN	POLISH	SERBO-CROATIAN*	SWAHILI	VIETNAMESE*	FRENCH	ITALIAN	SPANISH	TAGALOG
Hi/Hello	Tag!	Dzień dobry	Zdravo	Haban	Chào	Bonjour	Ciao	¡Hola!	Kumusta!
Good morning	Guten Morgen.	Dzień dobry	Dobro jutro		Chào	Bonjour	Buon giorno	Buenos días	Magandang umaga
Good day/ afternoon	Guten Tag.	Dzień dobry	Dobar dan	Habari	Chào	Bonjour	Buona sera	Buenas tardes	Magandang hapon
Good evening	Guten Abend	Dobry wieczór	Dobra većer	Habari ya jioni	Chào	Bonsoir	Buona notte	Buenas noches	Magandang gabi
Good-bye	Auf Wiedersehen	Do widzenia	Do vidjenja	Kwaheri	Chào	Au revoir	Arrivederci	Adiós	Paalam na
See you tomorrow	Bis morgen	Do jutra	Vidjeti ćemo se sutra	Tu ta onana keśho	Ngải mai gặp lại	À demain	A domani	Hasta mañana	Hanggang bukas
How are you? (informal)	Wie geht es dir?	Jak się masz?	Kako si?	Habari gani	Ông manh-khoe? Không? (to man)	Comment vas-tu?	Come stai?	¿Cómo estás?	Kumusta ka?
How are you? (re-spectful)	Wie geht es Ihnen?	Jak się Pan (Pani) ma?	Kako ste?	Habari yako	Bà manh-khoe? Không? (to woman)	Comment allez-vous?	Come sta?	¿Cómo está usted?	Kumusta po kayo?
Fine, thank you.	Gut, danke	Bardzo dobrze, dziękuje	Dobro, hvala	Mzina	Vâng, tôi manh, cám ơn.	Bien, merci	Bene, grazie	Muy bien, gracias.	Mabuti, salamat.
So, so	So, so	Tak i tak	Pomalo	–	Vẫn thường.	Comme ci, comme ça	Non cê male	Así, así	Kaya

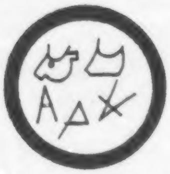
*No tape is currently available for this language.

NUMBERS

ENGLISH	GERMAN	POLISH	SERBO-CROATIAN *	SWAHILI	VIETNAMESE*	FRENCH	ITALIAN	SPANISH	TAGALOG
one	eins	jeden	jedan	moja	một	un	uno	uno	isa
two	zwei	dwa	dva	mbili	hai	deux	due	dos	dalawa
three	drei	trzy	tri	tatu	ba	trois	tre	tres	tatlo
four	vier	cztery	četiri	nne	bốn	quatre	quattro	cuatro	apat
five	fünf	pięć	pet	tano	năm	cinq	cinque	cinco	lima
six	sechs	sześć	šest	sita	sáu	six	sei	seis	anim
seven	sieben	siedem	sedam	saba	bảy	sept	sette	siete	pito
eight	acht	osiem	osam	nane	tám	huit	otto	ocho	walo
nine	neun	dziewięć	devet	tisa	chín	neuf	nove	nueve	siyam
ten	zehn	dziesięć	deset	kumi	mười	dix	dieci	diez	sampu

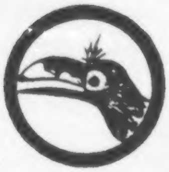
*No tape is currently available for this language.

EXPLANATION OF SYMBOLS



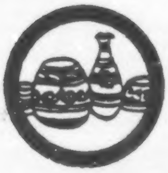
ALPHABET

Development of the letter A



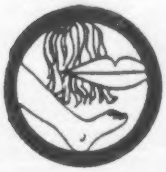
ANIMALS

Toucan-Paraguay

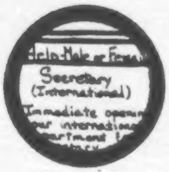


ART

Pottery-
Latin America

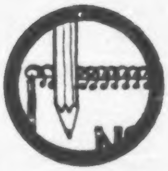


BODY PARTS

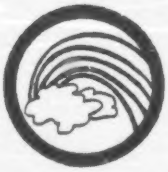

Secretary
(International)
Immediate opening

CAREERS

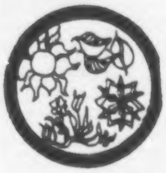
Want ad-
The Milwaukee Journal



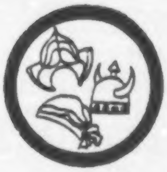
CLASSROOM
OBJECTS



COLORS

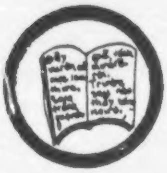


DAYS, MONTHS,
SEASONS



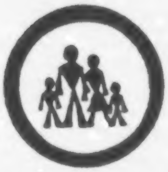
DRESS

Dutch, Viking,
African

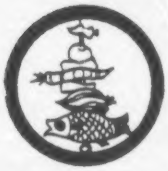


EDUCATION

The Vietnamese national poem

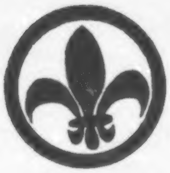


FAMILY



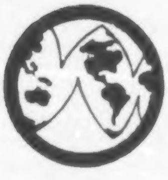
FOODS

Turkish shish kebab

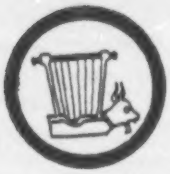


FRENCH

Fleur-de-lis

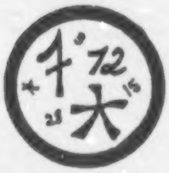


GEOGRAPHY

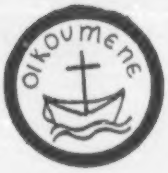


MUSIC AND DANCE

Ancient musical instrument

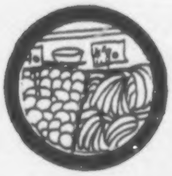


NUMBERS



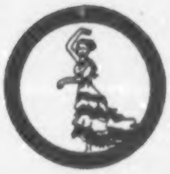
RELIGION

Symbol of the World Council of Churches



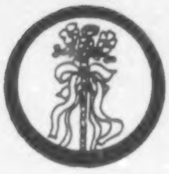
SHOPPING

French market



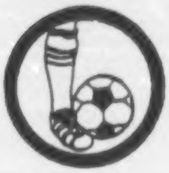
SPANISH

Flamenco dancer



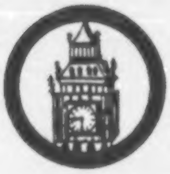
SPECIAL CUSTOMS

Hungarian wedding dance pole



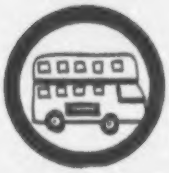
SPORTS

Soccer



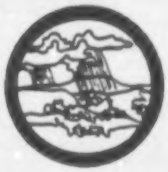
TIME

Big Ben-London

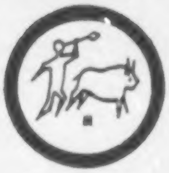


TRAVEL AND TRANSPORTATION

Double-decker bus-England

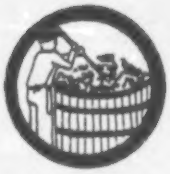


WEATHER



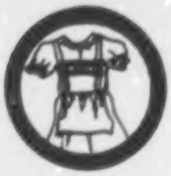
WHAT IS LANGUAGE?

Cave drawing



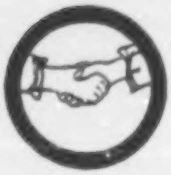
WORK

Vineyard worker-Europe

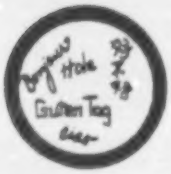


GERMAN

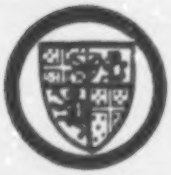
Dirndl



GESTURES

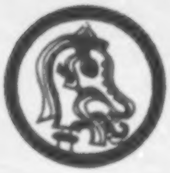

Bonjour
Hola
Guten Tag

GREETINGS, FAREWELLS, COURTESIES



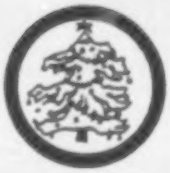
HERITAGE

British coat of arms



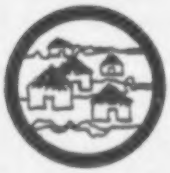
HISTORY

Scandinavian figurehead



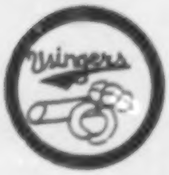
HOLIDAY CUSTOMS

German, American



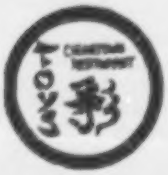
HOUSING

Nigeria



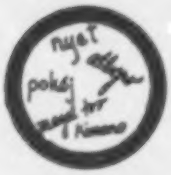
LANGUAGE AS PART OF THE CULTURE OF MILWAUKEE AND WISCONSIN

Usingers' Sausage Company

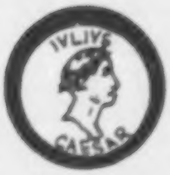


LANGUAGE AS PART OF THE CULTURE OF THE UNITED STATES

Toy's Chinese Restaurant

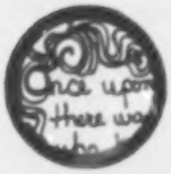


LANGUAGES OF THE WORLD


IVLIVS
CAESAR

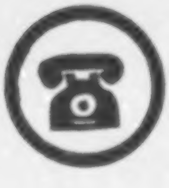
LATIN

Julius Caesar

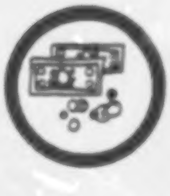

Once upon
there was

LITERATURE

Beginning of a folk tale



MASS MEDIA AND COMMUNICATIONS



MONEY

BASIC KIT LIST

Language and Man Monroe County Community Schools Bloomington, Indiana The ACTFL Materials Center with accompanying tape, A Word in Your Ear	An exploratory course beginning with an excellent section on language in general and also containing sections in either French or Spanish with many good exploratory activities.
Introduction to Foreign Language - An Exploratory Course That's Different The Foreign Language Service Virginia State Department of Education	
Hands On Heritage Nancy Lee and Linda Oldham Hands On Publications 1978	Guidebook for setting up a multicultural program. Contains valuable sections on art, foods, holidays, etc. from Japan, China, Greece, Mexico, Israel, West Africa and Native America.
Um, Um, Um, Oh, Oh, or How to Communicate in Any Language Monica Severa and Suzy Verhelst, authors and publishers 1977	
The Vocabulary Builder National Textbook Company	Contains duplicating masters of pictures of common items such as foods, clothing, body parts and others.
The Concise Dictionary of 26 Languages Peter M. Bergman A Signet Book New American Library, Incorporated 1968 $2.50	Good resource for comparison of languages.
A Guide to Ethnic Resources in the Milwaukee Area John Gurda and Sara Spence Spellman The Ethnic Heritage Project of the Greater Milwaukee Conference on Religion and Urban Affairs 1977	Provides information about nearly 40 different ethnic groups with a special "multi-ethnic" section for resources of a more general nature.
CFLTA Potpourri of Foreign Language Aids Susan Lister 1978 $3.50 Available through the California Foreign Language Teachers Association, (CFLTA) or Susan Lister P. O. Box 5995 San Jose, CA 95150	
Foreign Language and the Basics ACTFL Materials Center 1978	Leaflet showing relationship of foreign language to the basic subject; includes research results.
Subscriptions to: The WAFLT Bulletin Wisconsin Spanish Teacher Wisconsin French Teacher Information Magazine	
Tapes to Accompany Language Samples	Tapes in French, German, Spanish, Italian, Polish, Swahili and Tagalog to accompany language samples.

SUPPLEMENTARY KIT LIST

A Treasury of Mexican Folkways Frances Toor Crown Publishers 1962	Customs, myths, folklore, traditions, beliefs, fiestas, dances and songs of the Mexican people.
Activities and Projects: India in Color	
Activities and Projects: Mexico in Color Claude Soleillant Sterling Publishing Company, Incorporated New York c. 1977	Crafts, costumes, games, food, dances, story.
Children Are Children Are Children Ann Cole, Carolyn Haas, Elizabeth Heller, Betty Weinberger Little, Brown and Company Boston	Activities, recipes, language, celebrations, and games from Brazil, France, Japan, Iran, Nigeria and the USSR.
Children's Games From Many Lands Nina Milien Friendship Press 1965 New York	Good selection of games suitable for sixth graders.
Festivals for You to Celebrate Susan Purdy J. B. Lippincott Company Philadelphia and New York c. 1969	Presents origins and history of holidays the world over and related crafts - grades 4-6.
Folk Crafts for World Friendship Florence Temko Doubleday and Company, Incorporated 1976	Descriptions of craft items, many related to special customs, and how to make them.
Folk Toys Around the World and How to Make Them Joan Joseph Parents Magazine Press, New York c. 1972	Descriptions of toys from many countries, many can be made from inexpensive or scrap materials.
Folktales and Legends From Faraway Lands Jane E. Norris ed. Youth Publications, The Saturday Evening Post Company c. 1975	Selection of tales from many countries, paperbeck.
Helping Parents Learn a Second Language With Their Children-French, German, or Spanish MPS 1980	Useful short conversations, classroom expressions.
Le Francais Ich habe Deutschgern El Español WAFLT Materials Center	Short language units prepared in Stevens Point containing many easy worksheets on names, telling time, common expressions, songs and more.

Living Together in America - Teaching Pictures P. X. Anderson, W. E. S. Folsom-Dickerson David C. Cook Publishing Company Available at the Learning Shop 1973 #68502	20 color drawings illustrating customs and peoples from different countries. Accompanied by excellent teaching guide. For each picture, the guide gives background information. Some pictures have learning activities, stories, recipes and songs. Text in Spanish at back.
Many Hands Cooking - An International Cookbook for Girls and Boys Terry Touff Cooper and Marilyn Ratner United States Committee for UNICEF 1974	Good, easy recipes from many lands. Several can be prepared in class without the use of a kitchen.
Where in the World? See a Word Western Publishing Company, Incorporated Racine, Wisconsin	Word puzzles of foods, greetings, animals, geographical features, etc. from many languages and countries.
World Culture Series - The Fideler Company 31 Ottawa Avenue, N.W. Grand Rapids, MI 49503 example: France Virginia Creed 1978	Informative, easy reading. Good sections on holidays, arts and crafts, education, work, recreation, etc., as well as the usual climate, government, economy and history. Many photographs.

Other Titles in Series:

British Isles
India
Africa
China
Mexico
Canada
Germany
Soviet Union
Southeast Asia
South America
Japan
Carribbean Lands

ADDRESSES OF PUBLISHERS

NOTE: Many of these publishers are not specifically referred to in this guide, but are good sources for foreign language materials.

AATG Printed Materials Center
523 Building, Suite 201, Route 38
Cherry Hill, New Jersey 08034

Abingdon Press
201 Eighth Avenue South
Nashville, Tennessee 37202

ACTFL Materials Center
62 Fifth Avenue
New York, New York 10011

ASCD
225 North Washington Street
Alexandria, Virginia 22314

AUFBAU
2121 Broadway
New York, New York 10023

Addison-Wesley Publishers
36 Prince Andrew Place
Don Mills, Ontario M3C 2T8

Adler's Foreign Books
162 Fifth Avenue
New York, New York 10010

Advancement Press of America, Inc.
P.O. Box 07300
Detroit, Michigan 48207

Alan Company
Box 16250
Clayton, Missouri 63105

Allyn and Bacon
470 Atlantic Avenue
Boston, Massachusetts 02210

Amecus Street Inc.
Affiliate of Creative Educational Society, Inc.
123 South Broad Street
Mankato, Minnesota 56001

American Association of Teachers of French
Claudia A. Zamka, Membership Chairman
Elm Grove, Wisconsin 53122

American Book Company
450 West 33rd Street
New York, New York 10001

American Language Teacher Publications
Advancement Press of America
P.O. Box 07300
Detroit, Michigan 47207

Amidon, Paul S.
1966 Benson Avenue
St. Paul, Minnesota 55116

Amsco School Publications
315 Hudson Street
New York, New York 10013

Applause Learning Resources
85 Longview Road
Port Washington, New York 11050

Applied Learning Concepts
Box 3288
Alexandria, Virginia 22302

Asian Cultural Centre for UNESCO
Weatherhill/Heibonsha
New York/Tokyo

Atheneum Publishers
122 East 42nd Street
New York, New York 10017

Atlantik-Brucke
Sanderskoppel 15
200 Hamburg 65 Germany

Audio-Forum
145 East 49th Street
New York, New York 10017

Audio Lingual Educational Press
217 Laurel Road
East Northport, New York 11731

Automated Learning
1275 Bloomfield Avenue
Fairfield, New Jersey 07006

Azure Distributors
42-25 235th Street
Douglaston, New York 11362

A. S. Barnes and Company, Inc.
P.O. Box 421
Cranbury, New Jersey 08512

BFA Educational Media
2211 Michigan Avenue, P.O. Box 1795
Santa Monica, California 90406

Barnell Loft, Limited
958 Church Street
Baldwin, New York 11510

Barron's Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

Bay Area Bilingual Education
2168 Shattuck Avenue, Room 217
Berkeley, California 94704

Beacon Press, Inc.
25 Beacon Street
Boston, Massachusetts 02108

Belgian Educational Student
Travel Services
291 Broadway
New York, New York 10007

Benefic Press
Division of Beckley-Cardy Company
10300 West Roosevelt Road
Westchester, Illinois 60153

Berkeley Teaching Methods
22 Vernon Valley Road
East Northport, New York 11731

Biblo and Jannen Booksellers
and Publishers, Inc.
63 Fourth Avenue
New York, New York 10003

Bilingual Educational Services
P.O. Box 669 1607 Hope Street
South Pasadena, California 91030

Bilingual Materials Development Center
1101 Universal Drive, Suite J
Fort Worth, Texas 76107

Bilingual Media Productions
P.O. Box 9337
North Berkeley Station
Berkeley, California 94709

Bilingual Publications Company
1966 Broadway
New York, New York 10023

Blanford Press, Limited
Link House, West Street
Pool, Dorset BH15 I11, England

Blue Cross, Blue Shield
Public Relations Department
401 West Michigan Street
Milwaukee, Wisconsin 53201

Board of Education
Office of Publications, Room 136
110 Livingston Street
Brooklyn, New York 11201

Books of the World
Roxbury Building
Sweet Springs, Missouri 65351

Bowmar
Glendale, California 91201

Brault and Bouthier
700 Beaumont
Montreal, Ontario H3N 1V5

Bremen House
218 East 86th Street
New York, New York 10028

Bruce Publishing Company
400 North Broadway
Milwaukee, Wisconsin 53201

CFLTA - Potpourri of Foreign Language Aids
Susan Lister
P.O. Box 5995
San Jose, California 95150

Caddylak Systems
201 Montrose Road
Westbury, New York 11590

Cambridge Book Company
888 Seventh Avenue
New York, New York 10019

Canadian Embassy
1771 N Street, N.W. Room 300
Washington, D.C. 20036

Caribbean World Communications, Inc.
First Federal Savings Building
1519 Ponce de Leon Avenue
Santurce, Puerto Rico 00909

Carleton Board of Education
Le Conseil d'Education de Carleton
133 Greenbank Road
Ottowa, Ontario K2H 6L3

Center for Applied Linguistics
1611 Kent Street
Arlington, Virginia 22209

Center for Latin America
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201

Centre de Diffusion Editions Paulines
3965 est, Boulevard Henri-Bourassa
Montreal, Ontario H1H 1L1

Centre de Pedagogic Dynamique
890 Rue Jogues
Sherbrooke, Quebec

Centre Educatif et Culturel
8101 Boulevard Metropolitain
Montreal, Quebec H1H 1J9

Centre Franco-Ontarien de
Ressources Pedagogiques
339 Rue Wilbrod
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World Press Review
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